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The AMERICAN TEACHER

Democracy in Education... Education for Democracy

Calling All Locals! Send Delegates To Pittsburgh Convention!

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AFT Locals Win

BARGAINING RIGHTS, PAY RAISES

Stories, Pages 6, 7

Convention to Be in Pittsburgh

Fortieth Anniversary Event To be Held August 20 to 24 In Famed Golden Triangle

PITTSBURGH, Pa.—The Fortieth Anniversary Year (Thirty-Ninth annual) convention of the American Federation of Teachers will be held Monday through Friday, Aug. 20 to 24, in the William Penn Hotel in Pittsburgh's Golden Triangle.

Carl J. Megel, A. F. of T. president, said after an inspection, that the convention will have "the finest facilities we have ever had." "Each delegate," he added, "will be able to secure air conditioned accommodations at a very low rate providing room reservations are made in time."

Registration Sunday

Executive council meetings will be held the preceding Saturday, as customarily, with registration of delegates Sunday afternoon and evening, and a get-acquainted tea Sunday evening.

While at press-time the speakers' program was yet to be completed, President Megel's annual address and recommendations

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24 New Locals, Ninety-nine Make Quotas

CHICAGO, Ill.—Ninety-nine A. F. of T. Locals had exceeded their membership quotas and 24 new Locals had been chartered this fiscal year, as this issue of the American Teacher went to press.

New Locals not previously reported included the Clintondale (Mich.) Federation of Teachers, Local 1264, and the Harrison (N. J.) Federation of Teachers, Local 1265.

Also, the Waterbury (Conn.) Federation of Teachers, Local 1266; the Lewiston (Me.) Teachers Union, Local 1267, and the Dade (County, Fla.) Federation of Teachers, Local 1268.

Locals shown by their per capita to have made or exceeded

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New Horizons for Arizona Teachers

Robert Murray, standing, president of the Pima County Federation of Teachers, Local 1238, presents school board in Tucson with the case for a teachers' salary increase. It was the first time that a Tucson Teachers' Union had acted as bargaining agent. The Salt River Valley (Ariz.) Federation of Teachers, Local 1010, also negotiated an increase. *—Story on Page 7.*

Three Schools Of Know-How In August

They are called Workshops but actually they will be schools for A. F. of T. know-how and leadership—the kind of know-how and leadership that will enable you to return home and help make *your* Local bigger, stronger and the answer to classroom teachers' problems.

If your A. F. of T. Local isn't growing as you think it should, or if it is slow in getting up momentum in its program for better salaries and working conditions, there will be three places this August in which to find out why—and better yet, how to start the organization motor purring.

Mr. Luchek

These three places and dates are the Golita (Santa Barbara) campus of the University of Cal-

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Tenure Holds

Appellate Court Orders Jobs Back for Waukegan Teachers

OTTAWA, Ill.—The Illinois Appellate court here has just given added significance to the Illinois tenure law by ruling for the reinstatement in their jobs of two Waukegan Township high school teachers. The teachers are Avis Youngberg and Homer Hankenson who were dismissed with nine others from Waukegan Township high school after a shift of students to a new North Chicago high school two years ago.

Mr. Ligtenberg

The Lake county circuit court upheld the dismissals and the appeal for Youngberg and Hankenson was taken to the Appellate court by John Ligtenberg, general counsel for the American Federation of Teachers, acting for the two teachers and the Lake County Federation of Teachers, Local 504.

A. F. of T. Aid Grant

The appeal was taken with the aid of an A. F. of T. defense fund grant, and the financial assistance also of the Illinois State Federation of Teachers.

Ligtenberg said the Appellate court decision entitles the two teachers to their jobs back and for remuneration for any loss of pay due to difference between their teaching salaries and what they may have earned between their dismissal and the decision.

The Waukegan Township school board had claimed the right to ignore the tenure law

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Coming Convention to Finish Revising AFT Constitution

*By Edward F. Jerrow**

The Fortieth Anniversary convention to be held in Pittsburgh in August will continue the work of revising the American Federation of Teachers constitution.

Mr. Jerrow

Last year's convention in Fort Wayne was designated as a Constitutional convention, but because of the Constitution's length and the careful consideration of proposed changes by the committee and the convention, it was impossible to complete the revision.

All proposed amendments which were before the 1955 convention and not acted upon, those recommended by the Constitutional Amendments committee, and any new ones proposed in the constitutional manner

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**Vice-president, American Federation of Teachers, and chairman constitutional revisions committee.*

Also Featured In This Issue

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One City's Disaster in 'Merit Rating' ..... *Page 12*

Paycheck Dues Deductions Aid San Francisco, Duluth

Payroll dues deduction plans have been successfully put into effect for two A. F. of T. Locals by their school systems.

The Locals are the San Francisco Federation of Teachers, Local 61, and the Duluth (Minn.) Teachers Association, Local 692. Officers of both Locals report that the plans greatly simplify dues collections, by eliminating bookkeeping and saving the time of building representatives.

Dues in San Francisco Local 61, of which Arthur Stewart is president, are deducted from salaries by the comptroller's payroll department of the City and County of San Francisco.

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Get the Answers to Your Union Problems

Send at Least One Member To Nearest AFT Workshop!

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ifornia, Aug. 5 to 10; the University of Wisconsin, Madison, and Penn State University, State College, Pa., Aug. 12 to 17 at both.

These are the three A. F. of T. Workshops to be held this summer, with A. F. of T. and other labor leaders as well as members of the universities' staffs serving on the faculties.

Those scheduled to take part in one or more of the 'Shops included Carl J. Megel, A. F. of T. president, Vice-presidents William P. Swan, Herrick Roth, Raymond R. Peck, Mrs. Cecile S. Oliver, F. Earl McGinnes and Edward Jewett, as well as Selma Borchardt, A. F. of T. Washington representative, and Marie L. Caylor, editor of American Teacher publications. Also, Vice-president Raymond J. Froehlich.

James L. Fitzpatrick of Milwaukee, Wis., A. F. of T. vice-president, co-ordinator of the three, and director of the Madison Workshop, summed up the promise of all three to A. F. of T. members, with this invitation to all Locals:

"Send a member. Let him bring your problems and your questions. He will get the solutions and the answers." Preliminary plans, Fitzpatrick added, have been announced as follows:

Cost of tuition, board and room for the Santa Barbara Workshop is announced as $52.50 for the week; at the University of Wisconsin, $45, and while not available at press time from Penn State, it was anticipated as comparable to the other two. Reservations should be sent in each case to:

***Santa Barbara, Calif.:** Arthur Carstens, Institute of Industrial Relations, University of California, Los Angeles, or John Hutchinson, Institute of Industrial Relations, U. of C., Berkeley. (The project is a joint undertaking of the U.C.L.A and Berkeley campuses.)*

***Madison, Wis.:** Robert W. Ozanne, Director, School for Workers, University of Wisconsin, Madison.*

***Penn State:** Anthony S. Luchek, Head, Labor Relations Service, Pennsylvania State University, State College, Pa.*

Santa Barbara

Locale of this Workshop will be in a dormitory on the shores of the Pacific ocean, on the Golita campus, newest of the eight University of California campuses. Arthur Carstens, assistant director of labor's program, institute of industrial relations at the university, is working on the program, assisted by Henry L. Clarke, A. F. of T. west coast organizer.

Carstens anticipates that those attending the conference will have opportunity to devote a substantial number of hours each day to one of several workshop committees, organized with expert consultants to tackle problems of critical importance to teachers.

The committees will be organized to study pensions and retirement programs, salaries and promotions, teacher tenure problems, teacher-school board relations, labor board problems, and others.

Opportunity will also be given for the discussion of legislative

Prof. Ozanne

action programs, teacher-labor relationships as well as teachers relations with other organizations, and problems dealing with the teacher and his relationships to economic pressure groups.

Wisconsin University

As in years past, the University of Wisconsin Workshop will be under the direction of veteran Robert W. Ozanne, director of the university's School for Workers, with James L. Fitzpatrick, chairman of the A. F. of T. Workshop committee, assisting.

Members of the faculty from the university will include Prof. John Thompson, political science, on the U. S. foreign policy; Prof. Ray Penn, agricultural economics, on farm problems; Rebecca Barton of the governor's commission on human rights, on current race relations; Edward Young, professor of economics, on foreign policy, and Ralph Huitt, professor of political science, on the coming presidential election.

Jack Barbash, lecturer at the university's summer institutes, will be the headline speaker, on current developments and past history of the American labor movement.

A. F. of T.-wise discussions and programs will include organization techniques, publications and publicity, membership drives, collective bargaining, salary needs and trends, how to finance our schools, legislation and lobbying techniques, union programs, merit rating, social security, and democratic human relations.

Penn State

This Workshop on the campus of beautiful Penn State University at State College, Pa., will be under the direction of Anthony S. Luchek, head of the labor education service at the university, in collaboration with Joseph G. Rayback, president of Penn State Chapter, Local 500, and Miss Margaret Root of Philadelphia, executive secretary of the Pennsylvania Federation of Teachers.

The program will open with an orientation meeting, and subjects to be covered by the Workshop faculty and discussions include: Role of the labor movement, developing teacher local union programs, the teachers Local and the Central labor bodies, freedom for teachers, teachers and legislative programs, and labor and international developments.

Recreation

Campuses of all three of the universities include elaborate facilities for recreation, including swimming, soft-ball, tennis, et cetera, and pleasart living. These recreational facilities plus living and tuition are lower in cost than that of any possible vacation week spent in comparable settings.

Tenure Holds

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in reducing the high school staff because of the shift to the new school.

Ligtenberg pointed out that while the Appellate court did not rule directly on this question, it held that the school board had disregarded other mandatory provisions of the tenure law.

Strengthens Law

Singled out for emphasis was that the board record did not show a valid decision to reduce the teaching force. The court held that the separation of the school district was general background information but not a statutory reason for breaking a tenure contract.

"The decision is interpreted," Ligtenberg said, "as strengthening the Illinois tenure law by its insistence on strict observance of its provisions."

The Illinois legislature last year amended the law to provide preference to tenure teachers in case of staff reductions. The fight for this change was led by the Illinois State Federation of Teachers.

A. F. of L.-C.I.O. Education committee holds first meeting (in Washington) since merger to plan work for better education for America's children: From left, standing—Secretary-Treasurer I. W. Abel and Education Director Emory Bacon of the Steelworkers, both of Pittsburgh; Carl J. Megel of Chicago, A. F. of T. president; Education Director Emil Starr of the clothing workers and Education Director Brendan Sexton of Detroit, United Auto Workers. Seated—A. F. of L.-C.I.O. Vice-President George Harrison of Cincinnati, also president of the railway clerks, chairman of the committee, and John Connors of Washington, director of the A. F. of L.-C.I.O. department of education.

Portland Voters to Decide On Training, Experience Pay

PORTLAND, Ore.—If voters in the coming May 18 election approve an increase in the tax base, teachers for the first time in the city's history, can anticipate receiving salaries based on training and experience, including teaching in other school systems.

The proposed new salary schedule, which would put each teacher on the step to which he belongs by experience, offers B.A. teachers a starting salary of $3,700, with a top of $6,200 after 12 years of teaching. The base for M.A. teachers will be $4,000, working up to a maximum of $6,600 in the same number of years. An increase in the maximum of from $4,600 to $5,600 for about 100 non-degree veteran teachers is also scheduled.

Phyllis Hutchinson, president of Portland Teachers Union, Local 111, declared that "we believe the union was instrumental to a great degree in acquiring the new schedule. It was the only teacher organization that offered no compromise, and the school board's action was our own long-range plan."

Constitution

From Page 1

(before March 20, last) will be in order.

Principal Proposals

Many of the proposed changes to come before the Pittsburgh convention will be for the purpose of clarifying the wording, or to make changes necessitated by the partial revision in 1955. However, certain proposed changes which will be before the convention require the careful consideration in the locals so that the revisions will truly represent the will of the membership of the American Federation of Teachers. These include:

Conventions: Our present constitution provides for an annual convention. Biennial conventions, to be held in the even numbered years, have been proposed. Attached to the Report of Nov. 4 and 5, 1955, of the council committee on constitutional amendments is a list of arguments for annual and for biennial conventions.

Representation of Locals in the Convention: An important proposed change is that a delegate must be a member of a local, or a member-at-large of a State Federation, and that alternates must meet the same membership requirements.

Three alternatives as to the manner of determining the number of delegates to which a local is entitled at the national convention will be considered:

First, *one delegate for each 25 members;*

Second, *the provisions of the present constitution which allows one delegate for the first 25 or less of membership, an additional delegate for each additional 25 up to 500, one for each 50 between 500 and 1,000, and beyond 1,000 membership, one for each 100; and*

Third, *a compromise proposal which would allow one delegate for each 50 members of a membership between 500 and 2,500, and one for each 100 thereafter.*

It is proposed that a State Federation have the right to send a delegate to the convention with all privileges, including voting.

The Proxy Question

The Executive Council Constitutional Revision Committee recommends that only duly appointed delegates or alternates shall represent the Locals or State Federations and that their votes should not be transferred by proxy; further, that if a Local cannot send delegates, it may choose delegates and alternates to represent it from another Local, provided such other Local is in the *same* state.

Revenues: A proposed revision is that each Local shall pay a monthly per capita tax of 50 cents on each member on full time employment. This, if adopted would replace the present graduated per capita, or payment based on the average salary of the group.

Referenda: It is proposed that the requirements to mandate a referendum be changed from 10 or more Locals, representing not less than 10 per cent of the membership, or by a petition signed by not less than 10 per cent of the members, to *20* in each case.

Nomination and Election: Article VI of the by-laws provides that nominations of officers shall be made on the third day of the convention. It is proposed that these be made on the second day of the convention and that the balloting for elections take place on the second day.

Further, that only delegates who are seated before noon of the second day of the convention may vote in the election of officers.

Salaried Officers: A proposal has been received in proper form that not more than five vice-presidents may be salaried officers of the American Federation of Teachers.

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Things Change in Two Rivers And Teacher Gets Job Back

TWO RIVERS, Wis.—Things are different in Two Rivers now. There's an A. F. of T. Local here.

The Two Rivers Federation of Teachers, Local 1252, was chartered last November. This spring

The Two Rivers Federation of Teachers, Local 1252, has been elected bargaining agent for the classroom teachers in its jurisdiction, by a vote of 37 to 13.

the school board decided to drop Gerhard C. (Jerry) Robien, high school basketball coach and mathematics teacher.

Mr. Johnson

Robien, 29, a Local 1252 member, had suspended nine basketball players for training infractions. One of them was the son of Edmund Malkowski, board member, who led the move to drop Robien on shaky grounds of "incompetence."

Public Backed Robien

The town, led by Local 1252, went into action, and Robien was reinstated after some eight-column headlines in the local papers.

This was also after Walter Johnson, Local 1252 president, and Carl J. Megel of Chicago, A. F. of T. president, pledged all-out support of Robien by their organizations. Robien's principal lauded him highly, and

Mr. Robien

students and parents swung behind the popular coach. Said Megel:

"The shortage of teachers has not been due to low salaries alone, but is additionally caused by actions such as happened in Two Rivers."

Board Member Puzzled

Robien got his contract back at a special board meeting in which the board reversed its previous action, as the town watched. Most puzzled was Mr. Malkowski.

After all, he pointed out, the Two Rivers school board had previously dropped some highly qualified teachers without such a furore. But before the A. F. of T. came to Two Rivers, that is!

Delaware, 762, To Offer Own Salary Plan

WILMINGTON, Del.—Federation of Delaware Teachers, Local 762, has withdrawn from a committee formed by the school board to study the teacher pay problem, and plans to present a union wage package of its own.

F. Earl McGinnes, Jr., president of the Federation, said its membership decided to retire from the committee because it was so constituted as not to be able to serve the best interests of the class room teacher.

Local 762 is attempting to obtain collective bargaining rights with the school board, and is receiving the united support of organized labor.

AFT Card Key To Summer Job In California

LOS ANGELES, Calif.—When teachers in this area start looking for vacation jobs, this summer, they're going to be asked: "Do you belong to the A. F. of T.?"

Since the last convention of the California State Federation of Labor, which urged its affiliates to help union teachers, various unions are cooperating in a manner which Henry L. Clarke, west coast A. F. of T. organizer, calls superb.

In the harbor area of San Pedro and Wilmington, Calif., Clarke said, about 40 teachers who have been regularly working on the docks during the summer, were told by the longshoremen not to come back this year without an A. F. of T. card. As a result, they're now applying for membership in Los Angeles Teachers' Union, Local 1021.

The Building and Construction Trades Council and Joint Council of Teamsters here, have acted to inform their members.

New York Teachers Picket City Hall in Salary Fight

NEW YORK, N. Y.—Teachers here took a stroll in front of City Hall, recently, but not for pleasure. They formed a picket line that grew to 3,000 men and women at its peak, to protest the inadequacy of salary increases to become effective July 1, for the 1956-57 school year.

The rally was sponsored by New York Teachers Guild, Local 2, with participation by other

Carl J. Megel, A. F. of T. president, sent a letter to Mayor Robert F. Wagner of New York city, urging him to adopt a salary schedule beginning at $4,500 and reaching $9,000 in ten steps, with $400 additional for M.A. teachers, as proposed by Local 2. "We can attract and hold competent and qualified teachers only if we provide remuneration corresponding to the training requirements and service rendered," Megel wrote.

teacher groups. For an hour, the marchers moved silently in front of City Hall, carrying placards to express their message. Then they moved on to an adjacent area, for a mass meeting.

Speakers at the meeting included Charles Cogen, president of Local 2, Jules Kolodny, vice-president; Alice Marsh, secretary; David Selden, special representative, and Martin Lobenthal, chairman of the salary committee.

Calling upon Mayor Robert F. Wagner for further negotiations on the salary problem, Cogen said the teachers "particularly object to the inadequate increase for teachers below maximum, failure to discuss salaries for supervisors and non-teaching pedagogical employes, and the short-notice pre-determined offer. He added: "Younger teachers, particularly are incensed at what amounts to only a $100 increase for this year—less than $2.00 per week. Teachers have carried on a four-year campaign to arouse city and state officials to the necessity for increased state aid.

"Now, when this campaign has resulted in a $34,000,000 increase for the city, less than a third is used for salary increases. The Mayor must find the funds to give teachers below maximum salary, a more adequate across - the - board increase."

Post Card Campaign

In addition to correcting wage inequities, the Guild is working toward a $4,500-$9,000, 10-step salary schedule. It had previously sponsored a post card campaign in which cards signed by teachers were sent to the Mayor, informing him of the coming rally, and their determination to obtain a just salary increase.

A telegram to Charles H. Silver, school board president, also was sent by the Guild, renewing demands for collective bargaining rights.

Snapped at recent 23rd anniversary dinner of Milwaukee Teachers Union, Local 252: From left, Gordon Shipman, president, Milwaukee Teachers College Federation, Local 79; Leo Scheir, vice-president, and Evelyn Stevens, secretary, Local 252; L. W. Haflich, president, Kenosha Teachers Union, Local 557; James L. Fitzpatrick, president of Milwaukee, 252, and Marie L. Caylor, editor of American Teacher publications.

AFT Tours Fly to London, Then Your Choice of Travel

CHICAGO, Ill. — First stop: *London!*

Then on to *ten* other European countries! This is the schedule of the summer *Tour A* for A. F. of T. members and their families sponsored by the American Federation of Teachers, to leave New York June 17, next, by air.

Richard J. Brett of Waukegan, Ill., co-chairman of the A. F. of T.'s International Relations committee, announced at press time that a few seats remain for the three types of trips, in the four-motor plane.

Reservations, he added, have been received from across the country, east to west and north to south. The group will be a cross-section of American teachers, to observe the varying attractions and cultures of Europe.

Hilton Handling Program

"A. F. of T. members and their families may still obtain reservations," Brett said, "if they act without delay. Final arrangements are being completed by the Hilton Tours, the travel agency which is handling the

Brochures on the A. F. of T. summer tour program, listing itineraries and other information in detail, may be obtained from Study-Tour Division, American Federation of Teachers, 28 E. Jackson blvd., Chicago 4, Illinois.

program for the A. F. of T. By now persons having made reservations should have received the list of hotels to be used.

"Passport information will be sent immediately to those making reservations, along with bulletins on clothing, luggage and shopping. This has gone forward to those having made their reservations."

Brett said that while in Europe, members of the Tour A which is the complete 57-day tour of ten countries, will meet various international leaders in the fields of education and labor.

Two Tours "On Own"

Those enrolled in *Tours B and C* will, upon arrival in Europe spend four days in either London or Amsterdam, and then have 51 days free for whatever trip they may wish to make independently. *Tours B and C* cost $395, to include round-trip air transportation to Europe.

In a letter to presidents of A. F. of T. Locals Carl J. Megel, A. F. of T. president, said: "As you know, travel to Europe this summer will set another record, and low-cost transportation across the Atlantic is (now) virtually impossible to obtain at this date. Pricewise, the A. F. of T. tour program is hard to match."

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Carnival, Associates Help Teacher

MINNEAPOLIS, Minn.—Irvin G. Vogtsberger, member of Minneapolis Federation of Men Teachers, Local 238, who has been ill for many months, is a pretty popular fellow, as just demonstrated by his associates.

Students and faculty at Roosevelt high school, where he taught industrial arts, co-sponsored a carnival to help Vogtsberger with some of those extra bills that always come with illness. Charles Lobdell, president of Local 238, reported that Roosevelt faculty members have in addition contributed nearly $1,000 to the fund.

Big City Takes Kindergarten From 4,600 Four-Year-Olds

MILWAUKEE, Wis. — Four-year-olds are the victims of a drastic cut in wealthy Milwaukee's 73-year-old kindergarten program, made by the city's school board over the protest of the Milwaukee Teachers Union, Local 252, and the Milwaukee Federated Trades Council.

In this demonstration of how silly the penny pinchers can get, entrance to kindergartens will be limited to children age four years and 10 months at the beginning of each semester. Harold S. Vincent, school superintendent, said the cut would reduce the student load by 4,600 youngsters, and ease a classroom shortage to that extent.

The teachers' union, headed by James L. Fitzpatrick, contended that the room shortage had not been clearly established and urged a re-evaluation of the building program before the step was taken. Alan Wilson and E. C. DeBraie, Local 252 members, expressed the Local's position in a broadcast over radio station WTMJ.

The Local was backed up by J. F. Friedrich, representing the trades council, who urged "a reappraisal of values in this age of abundance . . . which saw valuable school services being curtailed while more luxuries and gadgets than ever before were being bought by the public."

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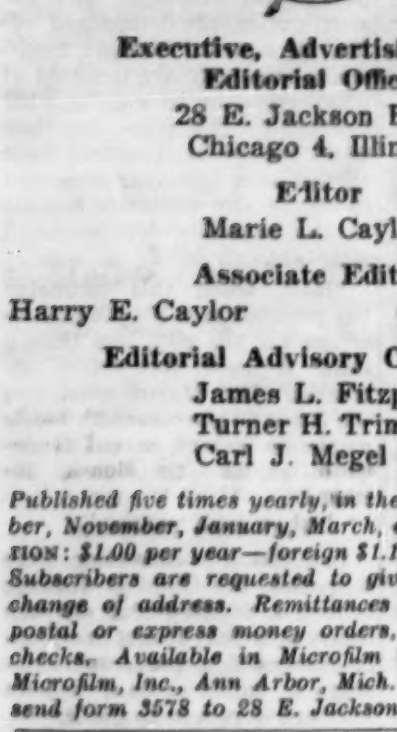
Threat From 'Merit Rating'

*By F. Earl McGinnes, Jr.**

A serious threat is being aimed at the public school system . . . the mis-named merit rating system of pay for teachers. Both the welfare of teachers and the quality of education of children are threatened. Most workers in industry have had some experience with forms of "merit" pay and the usual motives behind them. The general proposal for the school system is that some one or several administrators will observe and rate teachers on their performance and pay raises will then be tied to these ratings. So-called merit pay for teachers is not a new idea. It has already been tried in many states including Delaware in the past and found seriously wanting. Generally, there have been two groups throughout the country who have worked to reinstitute or retain merit pay.



Mr. McGinnes

First and foremost are the tax saving groups such as the Chamber of Commerce who have shown a willingness to sacrifice the public schools.

Second, there are those sincere and well meaning people who pick up this fine sounding idea without understanding its dangers, who is behind the idea or why.

For the benefit of this second group I believe we have an obligation to point out the following facts:

First, and fundamental to the problem is the fact that teachers do not produce a product that lends itself to measurement. Teachers do not start with the same quality or quantity of "raw material" nor do they all have the same tools and facilities available. The effect of their labor with a student may not become apparent for years and then often only in such a way that the efforts of one teacher would be impossible to separate from the efforts of others.

The impossibility of applying a rating system in an area where objective standards are almost non-existent is typified by a recent experiment where a number of administrators observed a teacher at work and were asked to rate her. The ratings varied from *superior* to *should be dismissed.*

The important point is that teaching techniques vary from teacher to teacher, and on even the broader principles there is legitimate disagreement within the profession. What may be acceptable in one school or during one year may be disapproved in another school or at a later time. These differences and changes are the rule, not the exception.

Next is the question of who will administer this standardless rating system. Generally the job is delegated to an administrator, which does nothing to build up the rapport needed between teacher and administrator. A sincere administrator could devote most of his waking hours to trying to devise a method for laying a hand on this *will-o-the-wisp* called *merit rating* only to find that a substantial part of his faculty would accuse him of favoritism or worse.

The more practical administrator might try to make the best of a poor situation and distribute the ratings in such a way that every one is advanced evenly over a period of several years, or fall back on the *training and experience* criterion.

The real danger is with the administrator who knows the system cannot be properly utilized but who is willing to use its negative features to reward the *school politicians*—the boot lickers who would sell their professional ethics for a $150 raise. Here are sown the seeds for a real palace guard with spies and intrigue. Here will rest the remains of an educational system devoted to *truth and freedom.*

What, then, is the purpose of such a system? A mere handful of administrators may support it for the personal power it places in their hands, but the majority have shown themselves opposed to this form of power and opposed to the use of the merit pay ratings. The real initiative comes from the tax saving groups for in merit pay they see the way to cut school costs in a temporarily hidden manner that will only show up with the deterioration of the educational system.

The dodge is simple. The school board can establish a high salary schedule—one that would pay teachers in accordance with their training and one which would compete with industry. Then 1 per cent to perhaps 5 per cent of the teachers are eventually allowed to reach these maximums; the rest are paid less than at present and the board saves money. The merit rules usually provide that only a certain per cent can be given raises no matter how good a job the rest may do.

A few youngsters are tricked into the system, the old timers resign themselves to discrimination or jockey for favor and the race to destruction is on. A few bank accounts are fatter and the children suffer.

Fortunately this does not have to be the case. We know that these dangers are real and we know how to fight it through the unionization of teachers; we know that the great resources of the 15 million member A. F. of L.-C. I. O. have already been committed against such an attack on the public school system.

And finally, we know that we have an obligation to support such objective measures as training and experience for salary increases; an obligation to prevent the breaking down of the standards required for entering the profession; and finally an obligation to support the removal from the profession of those who fail to live up to their responsibilities to the children.

*President, Federation of Delaware Teachers, Local 762, and vice-president, American Federation of Teachers, in a report to the Wilmington Central Labor Union.

22 Reasons for Strong Union

From the California Teacher

The California Teacher, publication of the California Federation of Teachers, of which Floyd Lyle and Edward Neumier, both of Sacramento are editor and assistant editor, devotes most of the back page of a recent issue to a list of 22 techniques and practices of school administrators to harass teachers and force them to resign.

The publication asks others to edit the list, and add to it to help in preparing a codification of harassment techniques and practices. The California Teacher starter list *(one of the best arguments published in a long time for a strong A. F. of T. Local in every community)* is as follows:

1) Faceless accusers: Administrator says to teacher, "Parents are complaining about you;" but he keeps secret who the alleged complaining parents are and what they are complaining about.

2) Making stooges out of teachers, pupils, parents.

3) Secret personnel file: The administrator may put anything he chooses into the personnel file of any teach-

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The President's Column

By Carl J. Megel

WE RECEIVED a letter today from one of our teachers, a member of one of our fine A. F. of T. Locals who, in a moment of exasperation, wanted to know, "Why do we have to work so hard to get even a small improvement in our educational system?" This question can well be understood, in view of the fact that America is the wealthiest Nation in the world. It has 45 million automobiles, 60 million TV sets, 80 million radios, and is producing more electric power than the combined output of Canada, Norway, Sweden, Switzerland, Great Britain, West Germany, Belgium, Italy, Japan, and Russia. These staggering statistics are indeed thought provoking, especially when we consider the overall neglect of our educational system in a nation which in 1955 had an income of nearly 400 billion dollars.

In my reply to the teacher's question I pointed out that while present conditions are tragic, we must shudder when we contemplate what school conditions might have been were it not for the job being done continuously day by day and year by year, by the loyal and devoted members of the American Federation of Teachers.

We can take great satisfaction in the gains we have made over the years. America's schools are definitely better because of our long and relentless efforts.

WE WILL CONTINUE our efforts in this regard so that teaching can be placed in the position of dignity it so fittingly deserves. We will work to make it possible for competent, well-paid teachers to be able to teach America's children free from unnecessary interruptions and without burdensome extra curricular projects.

We will continue to fight for the academic freedom of teachers which is inherent in our Democracy. Through our defense setup, we are at this very minute fighting for reinstatement of competent teachers who are being arbitrarily dismissed by vindictive school boards and school administrators.

We can optimistically look to the years immediately ahead which hold potentially the greatest opportunities the American Federation of Teachers has ever had. We have the largest membership in our history. We have an outstanding educational magazine and an effective newspaper. We have the finest labor relations we have ever experienced. Our publicity releases are being carried in all labor papers across the nation informing, educating, and bringing the wholehearted assistance of the 16 million men and women in the labor movement.

NO ORGANIZATION has done more in carrying forward the fight of federal aid for education than the American Federation of Teachers. From this office alone, over 200,000 pieces of literature in addition to hundreds of newspaper, radio, and television items have carried information and requests for assistance; urging labor people, citizens, and legislators into action.

We have placed particular emphasis on service to locals. Locals of the A. F. of T. have been receiving prompt and excellent service in all of their problems, limited only by our financial and human capacities.

We are waging a continuous fight for proper certification, sound disciplinary procedures, tenure and other issues, and are keeping locals and members informed. We are battling merit rating and other *gimmicks* being used as smoke screens to becloud the real need—adequate funds for education. We have alerted our members to the danger that an often repeated phrase today becomes educational dogma tomorrow.

THIS HAS BEEN the program and work of the A. F. of T. for the profession. These are the activities which are making their impression and exerting their appeal upon new teachers everywhere. It is now definitely possible for the A. F. of T. to double its membership within the next two years by enlarging our organization program.

The American Federation of Teachers needs *your* continued and active support and assistance. Continue your work through and with your own Local in the formulation of progressive educational philosophy for your school and community. Continue to develop a sound working relationship with your local labor council. Encourage and invite more teachers into membership.

Make sure that your Local is represented by delegates at our convention in Pittsburgh in August. This convention will elect officers that will direct the affairs of the A. F. of T. for the next two crucial years. In addition, policies will be determined which will ascertain, to a large measure, whether or not the A. F. of T. is ready to accept the opportunities now so evident. Your continued help and support will guarantee capitalization of these opportunities.

Educators Need Educating

Vocational Programs For Trade Training, Not Problem Students

*By Charles E. Boyer**

MINNEAPOLIS, Minn.—Education of school officials to the realization that vocational education is intended to be trade education and not "opportunity" classes for delinquents from other schools and classes, is the No. 1 recommendation in the report of a survey of vocational education completed this school

Mr. Boyer

year by the American Federation of Teachers research department and committee on salaries and working conditions.

The survey was authorized by the Executive council, with George W. Beacom of Minneapolis, vice-president, to act as chairman. Purpose was to find out what constitutes vocational education, the part the Federal government plays in it, how state and local school authorities meet their responsibilities, and what if any improvements should be made.

Results have been published by the A. F. of T. in a 19-page report with a 22-page appendix, and copies supplied to vocational school Locals. Copies may also be obtained by others interested from the American Federation of Teachers, 28 E. Jackson Blvd., Chicago 4, Ill.

Study Widespread

To obtain the answers sought, all available material of the U. S. Office of Education and some 25 state manuals were analyzed. More than 400 local directors of vocational education assisted by answering lengthy questionnaires on all phases of operation and administration.

Vocational education is defined in the basic Smith-Hughes act as "education of less than college grade." Its controlled purpose is not credits, but to "fit for useful employment." There are six programs of re-imbursable vocational education, as follows:

Trade and industrial, agriculture, homemaking, distributive occupations, and teacher training. These cover the whole program of in-school and out-of-school youth, adult, part-time and evening classes.

Each state may set up its own program from the courses offered. When approved by the U. S. Office of Education, the program becomes a contract between the Federal government and the state. Local communities may select the part of the state program that they wish to sponsor.

Wisconsin operates its program under a state vocational board, and local vocational boards. Connecticut directly operates fourteen vocational schools. All other such schools are operated by local authorities as part of their public school systems.

Recommendations Summarized

The report of the survey contains a number of recommendations for communities as well as teachers. Summarized, these recommendations are as follows:

1) Educate school officials to the realization that vocational education is intended to be trade education and not "opportunity" classes for delinquents from other schools and classes.

2) Improve the selection procedure to comply with the Federal standard of admission, "that the applicant can benefit by the instruction and possesses the qualifications required for successful utilization of the training."

3) Improve the social status of vocational education among school youth by directly emphasizing the dignity of trade competence and indirectly by higher standards of admission.

Mr. Beacom

4) Make the vocational director responsible directly to the superintendent in full charge of policy, and the principal, the administrator of the policy.

5) Relieve counselors, coordinators from school routine duties and emphasize the importance of contact with labor and industry to the end that the product of the school will be fully utilized and placement assured.

6) Greater use of the advisory committees of labor and industry in accordance with the intent of the law.

7) Improvement of working conditions for teachers with salaries at least equal if not above the salaries of academic teachers at the Bachelor's level, with extra compensation for the longer day wherever this situation exists. (The question of a free period for shop teachers is also in need of attention, either in terms of free time or extra compensation.)

8) Encourage teachers to affiliate with their respective trade unions, and other organizations of their trade.

9) Full recognition by administration that a vocational school is a two way institution with no official prejudice against either labor unions or industry.

Enabling Acts Permanent

The Smith-Hughes and George Barden acts, the latter also having to do with the program, are now permanent legislation, implemented by annual appropriations by the Congress. Money from these appropriations must be matched by state or local governments.

The U. S. Office of Education is merely the agency for carrying out the vocational acts. It operates no vocational schools and imposes little supervision. While it is for the most part a fiscal accounting agency, it does, however, insist that each state set up adequate supervisory and teacher training organization.

*Chairman, A. F. of T. committee on salaries and working conditions.

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Megel Warns Against Bias In Americade

CHICAGO, Ill.—Carl J. Megel, A. F. of T. president, recently warned presidents of Locals nationwide that the National Association of Manufacturers' latest attempt to infiltrate the public schools with biased propaganda is with an exhibit called "Americade."

The display, which is being distributed to civic groups, too, emphasizes the role of profit and investment in the American economy, but ignores labor and its resultant purchasing power.

"It makes no reference to the contribution of labor in making increased profits possible," Megel said. "It stresses lower corporate taxes but ignores relief for lower income groups." He added:

"Be on the alert to pressures to exhibit 'Americade,' and advise your fellow teachers as to the biased nature of this propaganda technique."

Second Local 231 Leader To City's Retirement Board

DETROIT, Mich. — Teachers here now have another representative to safeguard their retirement system. Mary Ellen Riordan, retirement chairman of Detroit Federation of Teachers, Local 231, is this city's new Retirement Commissioner. She was elected to the Retirement Board by a vote of 2,800. The company union candidate received 2,400 votes, and the school administration's choice also ran with 2,200 votes.

Mrs. Riordan

Mrs. Riordan, a science teacher, is the union's second representative on the Board, the other being Mack Monroe, a junior high school principal.

The new Commissioner, who is an authority on the Detroit retirement system and old age security, plans to get busy on her election promises to obtain revisions in Commission by-laws that would give employes greater voice in any proposed retirement legislation.

College Scholarships From AFL-CIO Unions Are Listed

WASHINGTON, D. C.—A listing of scholarships offered by affiliates of the A. F. of L.-C.I.O., made by its Department of Education under direction of John D. Connors, director, provide unusual scholastic opportunities nation-wide for high school seniors.

In some cases, the scholarships are offered to sons and daughters of union members, while in others, competition is open to anyone who meets the specific qualifications. In all cases, the tuition covers varying periods up to four years.

The listing shows scholarships offered by two international unions, 18 state labor organizations, 18 city central labor bodies or other city-wide organizations, 38 local unions, including nine A. F. of T. Locals.

In addition, there are the William Green Memorial Fund Scholarships involving a grant of $100,000, made in 1955 to Ohio State University.

Some of the scholarships are limited to a specific college, while others give the student a choice of school and major subject.

Among the teacher unions shown to be offering scholarships are: Quincy (Mass.) Teachers Union, Local 1135; San Bernardino Valley (Calif.), Local 832; Peoria (Ill.) Federation of Teachers, Local 780; Detroit (Mich.) Federation of Teachers, Local 231; East Detroit (Mich.) Federation of Teachers, Local 698; Duluth (Minn.) Teachers Association, Local 692; Hibbing (Minn.) Teachers Federation, Local 669; Bremerton (Wash.) Federation of Teachers, Local 336; and Racine (Wis.) Teachers Union, Local 1161.

Income Tax Asked By Local in Milwaukee

MILWAUKEE, Wis.—A municipal income tax of one per cent on all incomes over $600 earned in Milwaukee, has been proposed by the Milwaukee Teachers Union, Local 252, to help meet rising school costs here.

The recommendation resulted from a study made by a special union finance committee, headed by Alan Wilson, which also urged a new salary schedule for Milwaukee teachers, ranging from $4,000 minimum to $8,000 maximum, with annual increments of $300.

Next move of Local 252, whose president is James L. Fitzpatrick, will be to print and distribute copies of this report to teachers, public officials, members of the P.T.A. and other public groups. The legislative committee, of which E. C. De Briae is chairman, will work for the legislation needed to set up the municipal income tax.

Fitzpatrick said that the tax is approved by the Local, not only because it is based on ability to pay, but because "it appears that sufficient federal aid cannot be counted on to solve the present school crisis."

Suburban Local 'Goes to Town'

Adams Township Federation Adds Up its 3-Year Gains

TOLEDO, O.—It takes more than two or three paragraphs in fine print to record all the accomplishments of the Adams Township Federation of Teachers, Local 1199, since it was chartered less than three years ago.

This suburban Local, organized Sept. 29, 1953, has marked up a record of attainment resulting from concerted effort and persistence.

Of the five schools in Adams township, three are 100 per cent teacher unionized. And even the president of the board of education thinks it's a pretty goo' idea, because this year, he, too, became a member of the teacher union.

For the 1956 school year, Local 1199, whose president is Mrs. Nellie English, did all right on salaries, too. It asked a flat $400 raise for all teachers in the township. A $200 increase was granted, beginning J..n., 1956, and an additional $150 will become effective in Sept., totaling $350.

Mrs. English

Many Other Victories

Some of the union's other successful projects were cited by Mrs. Millie Weber, its legislative chairman. While still a 'baby,' the Local got results when it objected to the mandatory payment of dues to the Ohio Education Association and the National Education Association. During the 1954-55 school year, this membership became optional.

A highly troublesome situation involving the collection of cafeteria money was elimir ed when cafeteria employees agreed to handle the cashiering. This was a time saver for the teachers who had previously done the work. Another time-saver was made when it was agreed to leave it to the teachers to decide if and when each pupil needs complete morning inspection.

A definite procedure has also been established whereby parents must first discuss any complaint with the teacher, before going to higher authority. This has resulted in better understanding between parents, pupils and teachers.

Two important advances organization-wise, were the 100 per cent unionization of both the cafeteria ladies and all the school maintenance men in the township.

Efforts Win Respect

"It took time, effort and persistence for the members of Local 1199 to bring about all these improvements," said Mrs. Weber. "Everybody has, and still is, putting their shoulders to the wheel to improve conditions so that we, as teachers, can better fulfill our task. It has been an up and down, but not too long struggle. We are all proud of results, and we are not only recognized, but respected in our township."

Other officers of the Federation, active in 'ts leadership, include Agnes M. Stevenson, secretary, and Mrs. Cleo Markley, treasurer.

U. S. C. of C. Leader Sees Union Benefits

WASHINGTON, D. C.—It's news when a U. S. Chamber of Commerce leader makes a pro-union statement.

"Cope," news bulletin of the A. F. of L.-C. I. O. Committee on Political Education, quotes Herman Steinkraus, former president of the Chamber, as saying, "Without unions, current benefits to workers would no doubt have come more slowly, if at all."

Members of Locals of the Empire State Federation of Teachers including the New York Teachers Guild, Local 2, marched on the state capitol at Albany recently for increased state aid for salaries and other benefits. Carrying the "Why" sign, front line, is Charles Cogen, Local 2 president.—Wide World Photo.

AFT Locals Spark Pay Gains During 1955-6 School Year

CHICAGO, Ill.—Teachers' 1955-56 salaries as of approximately Jan. 1, showed upward improvement but with some districts holding out the lure of higher beginning pay in an effort to correct their growing teacher shortage.

This, and other devices to get more teachers into the nation's classrooms without yet adequate pay are shown in a survey of salaries in 933 cities of over 10,000 population having 336,766 teachers, by Florence Roehm Greve, A. F. of T. research director.

Only 34 of these cities, including Chicago, 10 in Michigan and 18 in California were shown to be paying a starting salary to B.A. teachers of $4,000 or more, and only 140 were starting M.A. teachers at the same or slightly higher amounts.

Union Pressure Increases

Pressure from A. F. of T. state and local federations was obviously getting results in many areas. Most increases were across the board. But previous low maximums and too many years still required to reach top pay, were not supplying the required inducements for career teachers.

The American Federation of Teachers is working toward a goal of starting salaries of $5,000 reaching $9,000 in eight or less annual increments at the Bachelor level, with an added spread of up to $500 above that degree.

Nearest approach to this, but not too meaningful, was reported from cost-of-living inflated Anchorage, Alaska, home of the Anchorage Federation of Teachers, Local 1175, where B.A. salaries ranged from $5,550 to $6,550 in eight steps, and M.A.'s from $5,700 to $7,200 in twelve. The Local at press time was fighting for a further increase to meet living costs.

Highest B.A. Starter Pay

Highest B.A. beginning salaries shown in the 48 states by the survey were $4,400 in E. Chicago, Ind., and Homestead, Pa., both industrial cities predominately populated by unionized workers. Wilbur Stewart, president of the E. Chicago Federation of Teachers, Local 511, said however, that the B.A. maximum is $6,450 reachable only in 15 steps.

This is lower than similar maximums in many other cities. The same city's M.A. starter of $4,500 reaches $6,850 but only after 15 years, with $200 for added credits. The superintendent in Homestead reported a starting salary of $4,800 for M.A. teachers, but omitted maximums for both M.A. and B.A. steps required to reach them.

Over the remainder of the country salaries continued irregular and generally lowest in cities where teachers are not organized. Two hundred and twenty-three cities reported beginning salaries for B.A.'s of less than $3,000, and 54, salaries of less than $2,500. Lowest salary reported was $1,215 in Beatrice, Neb.

One hundred and thirty-five of the cities were also shown to start M.A. teachers at $3,000 or less, and 30 at $2,500 or below. In these, there was scant improvement, if any, in maximums and the time taken to reach them.

Averages by Regions

The average B.A. minimum in the 933 cities in the survey was $3,263. This average varied as follows: Western area, $3,689; North Central, $3,385; Mid-Atlantic, $3,206; New England, $3,127, and Southern, $2,776.

Nationwide average maximum for the B.A. was shown as $4,915. This was highest in the Mid-Atlantic states, $5,468. In other areas the top average was: Western, $5,317; North Centra', $5,007; New England, $4,724, and Southern, $3,116.

Average minimum in the United States for the M.A. degree was $3,486. Minimums by areas were: Western, $3,961; North Central, $3,607; Mid-Atlantic, $3,391; New England, $3,211 and Southern, $3,010.

The average M.A. maximum was $5,310, nationally. Geographical averages were: Mid-Atlantic, $5,822; Western, $5,756; North Central, $5,387; New England, $5,013, and Southern, $4,272.

Trend to Fewer Steps

Some trend toward fewer steps to reach maximum was noted in most areas, but the trend was progressing tediously. The average number of increments for teachers with B.A.s was 13, and for those with M.A.s, 14. However, this also varied greatly. While some schedules reached the maximum in nine annual steps, others required as many as 22.

Of the cities included in the survey, 835 reported they were operating under the single salary schedule, and 80 under non-single salary schedules in which there were salary differences based on the grade level taught and the sex, and marital status of teachers.

N. Y. State Teachers March On Albany for Better Pay

ALBANY, N. Y.—More than 500 members of the American Federation of Teachers Locals in New York state, recently made a dramatic pilgrimage to the state capitol here, to push for an increase in state school aid appropriations. The march was organized by Eliot Birnbaum of Syracuse, N. Y., president of the Empire State Federation of Teachers and Charles Cogen, president of the New York Teachers Guild, Local 2.

Mr. Furbush

Asks Surplus Be Used

Birnbaum, in a conference with state officials, asked that a $86,000,000 state surplus be added to the $60,000,000 increase in school aid already recommended, and which the teachers consider insufficient.

The Federation's spokesman at an open budget hearing that followed, was Dr. Abraham Lefkowitz, representative emeritus for the teachers. In an analysis of the education budget, he showed that state aid as currently planned, will be inadequate, and that the recommended state salary schedule will not solve the teacher shortage crisis.

Added Taxes Needed

In statements presented at the hearing, and also stressed at a previous teacher mass meeting, the following points were made:

Grant E. Furbush, legislative representative of Syracuse Federation of Teachers, Local 905: "If communities of this state are to get and keep the superior people they need as teachers, in competition with commerce and industry, they must depend on much more than real estate taxes for revenue. Corporate and income taxes, and other general sources must carry an increasing share of public school cost."

Charles Cogen: "New York city and state have enough money to guarantee each teacher a decent salary. . . . One of the Guild's chief aims is to establish the teachers' right to engage in collective bargaining."

Gov. Names Margaret Root To Commission

PHILADELPHIA, Pa.—Margaret Root, the Pennsylvania State Federation of Teachers' executive secretary and organizer, has been appointed a member of Gov. George M. Leader's new Advisory Commission on Public Education.

Miss Root was selected, the Governor said, because of her familiarity with the problems of education in the Commonwealth, and her demonstrated interest in expanding and improving educational opportunities.

Purpose of the new 17-member commission is to assist the Governor and his staff in formulating policies and programs designed to improve educational opportunities and awaken interest in the schools. Miss Root, a past president of the State Federation, was Gov. Leader's appointee to the White House Conference on Education.

Urges $5-10,000 Salary Range

John M. Fewkes, president of the Chicago Teachers Union, Local 1, proposed salaries for the city's teachers ranging from $5,000 to $10,000 at the Local's 16th annual education conference recently. Snapped at the conference are, from left: Dr. John A. Lapp, past president of the city's Citizens Schools committee, who was given a citation for his years of service to public schools and Dr. Herold C. Hunt of Washington, undersecretary of the department of health, education and welfare and former Chicago superintendent of schools. Also, Dr. Benjamin C. Willis, city schools superintendent; Mrs. J. F. Lindsey, president of the Chicago Region PTA, and Mr. Fewkes. Dr. Hunt addressed the conference on "How It Looks from Washington."

Two Arizona AFT Locals Negotiate Salary Increases

PHOENIX, Ariz.—Working at optimum speed, Arizona's two comparatively new teacher unions, Salt River Valley Federation of Teachers, Local 1010, and Pima County Teachers Union, Local 1238, have obtained some outstanding results in terms of recognition and increased salaries. Acceptance of the first union-negotiated teacher contract in Arizona history was obtained by Local 1010, giving teachers of the Balsz District in Phoenix an across-the-board raise of $500 for the coming school year, in addition to annual increments of $160.

Mr. Shimer

The agreement provides for a $3,800 to $5,560 schedule in 12 annual steps for B.A. teachers, an additional $100 for the M.A., and a $7.50 raise for every semester hour earned above that, to a total of 20 hours.

Bargained for Majority

Although A. F. of T. members are not a majority in the Balsz District, two-thirds of the teachers had signed statements authorizing the union to act as their bargaining agent. A similar situation existed in the Sunnyside District of Tucson, where 70 per cent of the teachers authorized the Pima County Teachers' Union to represent them in salary negotiations.

Balsz teachers chose union members Mrs. Russell Weir, Mrs. Chester Volker and William Mitchum as their salary committee, with Jack Shimer as chairman. By appointment of Robert Frank, Local 1010 president, another member, Charles Harrison, served as negotiator in the history-making agreement.

Showed School Board How

In the Tucson area, the Pima County Local, less than a year old, not only asked for pay raises, but showed the school board how they could be achieved. Its negotiating committee included Gordon Morphew, chairman, Richard Y. Murray, Local president, Harold Taylor, Ed Bergman, Lloyd Falk, Eli Ardelean, Jane Lockwood, Graham French and Allan Sterrett, also publicity chairman.

They urged adoption of a $4,400 base as a minimum starter for 1956-57, with all other salaries raised proportionately; that gradual adjustments be made to reach the recommended A. F. of T. $5,000 minimum and $9,000 maximum by 1960-61; and that varying increments be reduced to eight of $500 each.

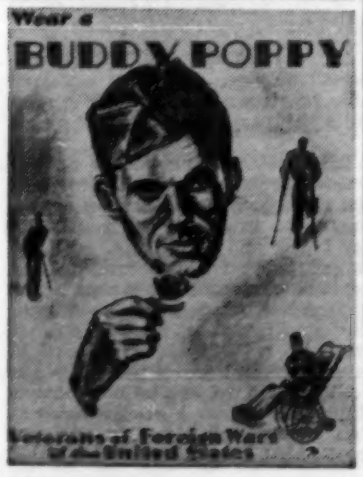
Took Story to Public

The story of Local 1238's program and activities was carried to the people through radio, TV, the labor unions, daily papers and local and state labor publications. When the time came to make its personal representation to the school board, there was a tremendous turnout of union people, friendly teachers and sympathetic citizens, speaking out strongly for the Local's program.

By the use of charts and computations, spokesmen were able to show effectively and convincingly why and how teachers could move to the proposed new salary schedule no later than 1960-61, with reasonably spaced increments. To give every Pima County teacher a salary base of $4,400, the chart showed it would cost the average taxpayer the price of two packs of cigarettes, per week.

B.A.s Start at $4,000

The result has been pay raises bringing beginning salaries up to $4,000 for B.A. teachers in two districts, and a $3,800 starting wage for B.A. teachers in a third. In the previously mentioned Sunnyside District, where bargaining is now under way, with Local 1238 as agent, it will be the first such group contract ever negotiated between teachers and a school board in Pima county. Herrick Roth of Denver, Colo., A. F. of T. vice-president, aided in the presentation of salary proposals to the Phoenix and Tucson area school boards.



Pay Increases For Teachers In Three Wisconsin Cities

MILWAUKEE, Wis. — Teachers in Oshkosh, Fond du Lac and Superior, Wis., will return to their desks this fall with increased pay checks.

As the result of negotiations by a teachers' welfare committee which was chaired by a member of the Oshkosh Federation of Teachers, Local 1111, the 1956-57 Oshkosh salary schedule will be increased an average of $250 in seven divisions, depending on training and experience.

Family Heads Get More

Bachelors' salaries will range from $3,500 to $5,200, as compared with $3,300 to $4,950 currently. Masters will get from $3,800 to $5,500 as compared with the old scale of $3,600 to $5,250. Both will be paid in 14 steps. In addition, "heads of families," as defined by the Wisconsin Income Tax Division, are granted an additional $300.

Members of Local 1111 who served on the negotiating committee were Edward Hall, chairman, Dora Kraft, Grace LaVoy, Merna Miller, Arnold Klug and Peter Ousley. President of the union is Mrs. Adell Benson.

In Fond Du Lac, the new pay schedule will raise all current salaries $100, making B.A. minimums and maximums range from $3,500 to $5,075, and the M.A. scale, from $3,700 to $5,575.

In Five Divisions

In addition, single men teachers will receive $100 above schedule, while married men will get an extra $400. The new schedule will be in five divisions based on training, with annual increments paid as follows: Five at $100, five at $125 and five at $150. Present salaries range from $3,400 to $4,975 for a B.A., and $3,600 to $5,475 for an M.A.

The new schedule also eliminates an inequity which was protested last year by the Fond Du Lac Teachers Association, Local 1004, and other labor groups. Glenn Wegener, president of the Local, said this was a provision which permitted hiring of inexperienced beginning teachers at a figure equal to that of teachers in the system for two years.

Increase in Superior

A $200 across-the-board increase will give teachers at Superior a new salary schedule, effective Sept. 1, ranging from $3,400 to $5,400 for B.A. degrees, and $3,600 to $5,600 for M.A.s.

Glenn A. Parish, president, Superior Federation of Teachers, Local 202, said the new agreement includes 11 annual increments of $200 each, accumulated sick leave up to 10 days per year instead of the previous five, and granting of Social Security coverage by the school board.

A Superintendent's committee, Parish added, is now working on the problem of making a more equitable distribution of extra duties for which teachers are not paid, with the possibility of eliminating some.

Taylor Township Teachers Get Average $480 Raise

TAYLOR CENTER, Mich.—Teachers of Taylor Township are happy about their new 1956-57 salary contract, which is retroactive to September, 1955, and adds an average of $480 to their annual incomes.

R. C. Waltmire, president of Taylor Township Federation of Teachers, Local 1085, which had been negotiating with the school board since last August, announced the following pay revisions:

Teachers with two years college training, receiving from $3,080 minimum to $4,040 maximum, now get from $3,280 to $4,280 in five steps. Three-year teachers, formerly getting $3,200 to $4,400, now receive $3,650 to $4,900 in six steps.

Teachers with B.A. degrees, on a former schedule of $3,560 to $5,240, now are paid $4,000 to $5,750 in eight steps. M.A. teachers, formerly getting from $3,800 to $5,480, are receiving from $4,250 to $6,000 in eight steps.

Teachers working half-day sessions or in rooms combining two grades, were raised from $120 to $200 for the year.

Pay Increase For Moline Teachers

MOLINE, Ill. — Following a referendum vote which approved a $282,783 increase in school taxes, the school board here announced that effective Sept. 1, pay raises of $200 will be given to non-degree teachers, $400 to degree teachers with up to 10 years of experience, and $500 to those with more than 10 years of teaching.

Rosalie Kraus, president of Moline Federation of Teachers, Local 791, said that salaries for B.A. teachers will range from $3,500 minimum to $5,100 maximum in 15 years, while those for M.A. teachers will start at $3,700, reaching a top of $5,500 in 17 years. Annual increments will continue at $100 through the 10th year, then jump to $200.

Salary range for teachers with two years of college training will be from $2,900 to $3,650, and for three years of college, from $3,100 to $3,850, through 10 years of experience.

Amsterdam's BA Minimum Raised $500

AMSTERDAM, N. Y.—A new salary schedule for local teachers, effective Sept. 1, reduces the number of steps to reach maximum from 18 to 13, and for the first time, guarantees automatic increments.

Stanley Litwa, president of Amsterdam Federation of Teachers, Local 1150, said that B.A. teacher salaries will range from $3,700 to a top of $5,700, with $300 added for teachers with 30 additional hours or a Master's degree. The old schedule started at $3,200, reaching a maximum of $5,250.

Bradley Local Ups Schedule, Pay for Extras

BRADLEY, Ill.—The less than 1-year-old Bradley-Bourbonnais Federation of Teachers, Local 1237, with jurisdiction in the community high school, has just negotiated a new contract for higher pay as well as a better working agreement for the next school year.

Teachers with B.A.s formerly receiving $3,400 to $4,425 in 13 years, will get from $3,600 to $4,800 in 11. Those with an M.A. will get $3,800 to $5,400 instead of from $3,600 to $4,725 in 13.

James R. Baker, the Local's president, pointed out that the agreement also includes extra pay for extra duties, reimbursement for coaching, working with athletic contests, play directing, and sponsoring concessions. The Kankakee Federation of Labor backed and advised the teachers in negotiations.

12 Illinois Locals Report Bargaining

WAUKEGAN, Ill.—The Illinois State Federation of Teachers, in a recently conducted survey on salaries and working conditions, found that out of 26 Illinois Locals reporting, 12 have bargaining rights with their school boards, two give provisional "yes and no" answers contingent upon special situations and one is under civil service.

Richard J. Brett, chairman, Professional Standards Committee of the State Federation, who conducted the survey, reported the following Locals as having school board recognition for direct negotiations:

Local 528 at Benld; Local 571, Proviso; Local 580, Oglesby; Local 601, Springfield; Local 649, Gillespie; Local 673, Belleville; Local 743, Granite City, Local 791, Moline; Local 965, Venice; Local 1195, Urbana; Local 1214, East St. Louis; and Local 1237, Bradley.

Discipline Problems Flare Across Country

Range From School Invasion To Disorders in Classroom

CHICAGO, Ill.—Two 17-year-old youths were convicted of aggravated assault and sentenced to a year in county jail for attacking Anthony Grott, 32, member of Chicago Teachers Union, Local 1, when they invaded Schiller school here recently.

Judge Henry Burman of the criminal court expressed regret that he could not sentence them to longer terms.

Grott was beaten into unconsciousness by the youths when he intercepted them at a classroom door as they were walking through the corridors of the school.

The eighth grade teacher was hospitalized for skull lacerations which required 13 stitches. He later returned to his classroom.

The Grott incident was one in a series of hoodlum invasions of schools which has been continuing here for months. John M. Fewkes, president of Local 1, has requested increased police protection in the buildings.

Action in Delaware

WILMINGTON, Del.—Positive steps are being planned here to find solutions to problems in two related areas—school discipline and juvenile delinquency.

As a result of a meeting, attended by members of the Federation of Delaware Teachers, Local 762, and representatives of the Parent-Teacher Association, the Family Court, the State Department of Public Instruction and various labor unions, it was decided:

That there is general agreement on the need for local school units, teachers, parents and administrators to formulate written policy and procedure for school discipline;

That the P. T. A. should initiate a conference with court authorities, administration and teachers to develop more effective working relations among these groups for handling discipline problems in the schools.

F. Earl McGinnes, Jr., Federation president, says it is probable that Local 762 will survey local areas and encourage those with no definite written policy to take action, and those having vague or contradictory regulations, to make clarifications of their position on school discipline.

According to Dr. George R. Miller, Jr., Superintendent of the State Department of Public Instruction, teachers in Delaware have always had the "loco parentis" right, but it is based on common, not written law, and disputes about its practice have and are bound to crop up.

Seek Written Rules

SAN JOSE, Calif.—Teachers and administration at Theodore Roosevelt junior high school, here, have joined in a project to work for the enactment of an official policy on discipline.

Faculty members voted that a proposed written policy, based on the already-enacted San Bernardino school districts' Discipline and Control Handbook, but adapted to conditions in San Jose Unified School District, be presented to the school superintendent for his consideration, comment and action. Goal is a board-adopted policy for the entire district.

Co-chairman of the committee in charge is Carlyn Walker, executive board member of San Jose Federation of Teachers, Local 957, of which Charles Womack is president.

Would Spell Out Code

AMSTERDAM, N. Y.—First step toward establishing a written discipline policy for local schools has been taken by the Amsterdam Federation of Teachers, Local 1150, which presented recommendations on the subject to the school board. Stanley Litwa, Federation president, said suggestions included: Defining the rights and obligations of teacher and administrator; informing parents and pupils of what constitutes an accepted code of behavior and the extent of authority given the teacher; suspending or expelling students who threaten a teacher physically or otherwise; and acceptance by school administrators of all cases beyond the capacity of the teacher to handle.

Mr. Litwa

The school board and its president, William Mickels, expressed appreciation to the Federation Discipline Committee for its efforts in making the study and presentation of the suggested policy. Committee members are James Walker, chairman, Litwa, Mrs. Margaret Middleton, Mrs. Margaret Reid, Mrs. Rosalyn R. Murphy and Mrs. Helen Carbonnelli.

Litwa also asked the board to establish a Teacher-Board Liaison Group of representatives from Local 1150 and another local teacher organization, in order to work together for educational betterment in the community.

Boston Asks Policy

BOSTON, Mass.—A clarified policy by school authorities on discipline and punishment for recalcitrant pupils is urged by Boston Teachers Union, Local 66, which recommends a six-point code with corporal punishment as a last resort. Eleanor Fallon, president of the Local, and Ada Friedman, who are co-chairmen of the union's policy committee, report widespread dissatisfaction with the settlement of disciplinary problems in the Boston schools.

Miss Fallon

Because there is no uniform interpretation of the rights of a teacher on corporal punishment, the committee's recommendations are: Take away certain privileges enjoyed by other students; assign special tasks which must be completed at a specified time; detain the student after school hours; temporarily exclude the student from the classroom; recommend suspension or expulsion to principal-parent conference; use corporal punishment when a student fails to respond to other methods.

New students should have the code explained to them at the beginning of each school year, the union specifies, so that they fully understand what their privileges and responsibilities are, and how violations will be handled. It is also urged that in carrying out disciplinary action, school administrators support the teacher. Other members of the policy committee who worked on the code are John Bowes, James Doherty, Mary Larkin and Leonora Connors.

Asks Local Priority

SUPERIOR, Wis.—The Superior Federation of Teachers, Local 202, has asked its school board to publish administrative and supervisory vacancies in the school bulletin in order to give qualified local teachers a chance to apply.

Selma Swanstrom, the Local's personnel advancement chairman, requested that teachers be notified by letter in the event the vacancies occur during vacations.

Local 202 was granted a request for 90 days accumulative sick leave, and an increase per year to 10, from five.

Werre Devises Record System For School Discipline Cases

CHICAGO, Ill.—A record system for handling disciplinary cases has been devised and recommended for school use by Walter H. Werre of Chicago,

Mr. Werre

president of the Illinois State Federation of Teachers.

Its purpose is to keep a case history of violations by students through the use of a set of three cards. One is a teacher record of disciplinary action, which gives the name of the student involved, address, phone, parent's name, birth date, division teacher, date, teacher reporting, disposition of case, and cooperating administrator.

Lists Violations

It also lists the following basic violations, with room for explanation: Interference with educational opportunity of other students; constant safety violations; wilful destruction of property; discourtesy; and defiance of school authority.

Contents of the second card duplicates the first, but is an office record of the disciplinary action taken. The third card lists the student's program, and is signed by him to indicate he has read the above violations listed on the reverse side.

Werre indicated that unless a record system for disciplinary cases is established, students soon learn that each violation is treated as a first offense and a promise to alter their ways is usually all that is expected from them.

Would Face Statistics

He added: "If their violations are recorded on a card, they recognize they are bucking statistics which would single them out eventually. In addition, a discipline report based on a cumulative record would carry weight if a case is brought into court, for the school could demonstrate that long attention and considered judgment had preceded the complaint.

Twenty Reasons

From Page 4

er; he may show it to anybody he chooses; but the teacher may not know what's in it, nor show it to anyone, hence cannot know how it is being used against her, nor defend herself from it.

4) Divide and conquer: Setting teachers against each other so they will not make a united stand against administrative pressure.

5) Spying: This includes such tactics as watching teachers on the playground and taking quick peeks into the classroom to try to make out a record of minor infractions of rules—which are trivial and may not even be true—and to undermine the teacher's security; watching and making note how teachers vote in faculty and committee meetings.

6) "Professional resignations": This is a forced resignation allowed a teacher in lieu of being dismissed.

7) Tit for tat: This is trading a letter of recommendation for a resignation. (Letters of recommendation are of slight, if any, value anyway; administrators always check orally, usually by telephone, with a teacher's last administrator before they hire her.)

8) Making it "unethical for a teacher to talk to others—her friends, husband, fellow teachers or anybody else—about her personal problems. This is termed "keeping our dirty linen within the family."

9) Encouraging parental criticism of a teacher, often based on highly inaccurate statements of pupils.

10) Accusation from ambush: Teachers charged with deficiency of any sort are usually not given the evidence on which the accusations are based. The usual procedure is for the administration to make the accusations to the school board, in executive session, and for the board to act on them as though they have been proved.

11) This might be called the paper curtain: It consists in setting up the idea that it is unethical for teachers to have any contact with the board or its members.

12) Unpleasant assignments: This is one of the most widely used techniques, very flexible, with countless applications; one of the most useful of all in "encouraging a teacher to resign."

13) Misrepresentation and downright falsification of actual or fictitious interviews or conferences between teacher and administrator(s); always put in writing, for the record.

14) Discrimination against a teacher in the matter of supplies and equipment: Making the teacher under harassment the last to receive late books and other supplies; giving her leftover desks, chairs, classroom and other equipment. *(This technique pairs very well with Item 12 of this list.)*

15) Ganging up on a teacher in the guise of giving her a hearing: Under pressure, school boards and administrators will sometimes allow a harassed teacher to have a "hearing" before the board. In such case she is alone and they are united against her. Very effective technique in breaking the teacher's morale completely and driving her out of the profession, through discouragement or broken spirit, or both. This technique is also widely used in a "conference," with the teacher facing several administrators at once.

16) Spreading or encouraging rumors and false reports against a teacher.

17) Undermining the teacher's self-confidence and the support of parents of her pupils, in the guise of being helpful. "Are you sure your health is o. k.?" "Miss Doakes is nervous and high-strung." "You seem very tired; would it not be a good idea to take a year's leave of absence? Perhaps you owe that much to your pupils."

18 Meddling with the teacher's classroom and other techniques in the guise of trying to be helpful.

19) Trying to confuse and entangle the teacher with rapid-fire double talk, cross-examination techniques, vague hints of something wrong, et cetera.

20) Giving the teacher's pupils standardized tests under conditions so contrived that they will make a poor showing.

21) Collusion with biased "experts" to place the most unfavorable interpretation possible on results of standardized tests.

22) Setting up an actual, or pretended, faculty evaluation committee to recommend re-hiring or dismissal of teachers: Responsibility for hiring and firing rests with the superintendent and board, but the evaluation committee makes a fine appearance of democracy—one of the countless mockeries of democracy in a totalitarian situation. Such a committee enables the superintendent to evade his responsibility. Personnel of the evaluation committee is—usually, at least—kept secret.

Library Assistants 2 Years Old

New officers of Chicago Public School Library Assistants Union, Local 1215, installed at annual luncheon: Standing from left, Mrs. Faye Emroll, recording secretary; Mrs. Margaret Traxler, corresponding secretary, and Mrs. Rosemary Carlson, treasurer. Seated, Mrs. Lillian O'Boyle, vice-president, and Mrs. Helen O'Connor, president.

CHICAGO, Ill.—The growing Chicago Public School Library Assistants Union, Local 1215, passed its second anniversary recently with a luncheon celebration at which new officers were installed by Turner H. Trimble, A. F. of T. vice-president.

Mrs. Helen O'Connor, president for the coming year, pointed out that the work of the school library assistants is varied and detailed, including the preparation and processing of library materials for service, typing and filing of catalog cards, ordering materials, and typing monthly and yearly reports, letters, reading lists and memoranda.

Duties Are Varied

In addition, the library assistant, or clerk, as she is also known, repairs library materials, prepares books for bindery and discard, assists the librarians with publicity and setting up displays, and does such circulation routine work as charging materials, slipping cards, collecting fines, sending overdue notices, and all the other procedures that relieve the school librarian of many time-consuming duties.

"Purpose of the school library assistants is to improve library service," Mrs. O'Connor said, "and to promote work that will benefit the educational system.

Purpose of Union

"The objectives of the union are to secure salaries commensurate with their work, to bring individual school library assistants together to work for their mutual benefits; to encourage higher and better standards of work, effort and accomplishments among its members; to advocate civil service examinations placed at a high level in order to obtain the type of employe needed for the semi-professional nature of the position; to obtain recognition of the high level of accomplishment and the responsibilities involved in such work, with appropriate adjustments in status as well as remuneration.

"Local 1215 has accomplished much in terms of remuneration and recognition since it was organized in March, 1954 The members have been justly rewarded for loyalty, and while small in number, the percentage of paid-up members has won wide acclaim. Our success should certainly be an incentive to other minority groups to organize."

AFT Insurance Policy Pays $1,850 to Now

CHICAGO, Ill. — How the group income protection insurance for members of the American Federation of Teachers underwritten by Continental Casualty company pays off is demonstrated in a letter from a San Francisco teacher.

Mrs. Oakes Volandri had paid $45 in premiums when forced to quit teaching by a disabling illness. That was about a year ago.

"My good fortune is," she wrote, "that I am insured in the A. F. of T. Group disability program The $50 check you (the insurance company) send me week after week means freedom from worry over high medical expenses in addition to regular living costs."

Mrs. Volandri, still collecting weekly checks, has received $1,850 to date. Information about the A. F. of T. plan may be obtained by writing the A. F. of T. Plan Administrator, Box 467, Evanston, Ill.

Call Collective Bargaining Answer to Teacher Problems

NEW YORK, N. Y.—The 700 members of New York Teachers Guild, Local 2, who attended its Spring conference held here recently, came away with some carefully pointed ideas on the advantages of collective bargaining as a means of improving teacher conditions and education.

Following a panel session on collective bargaining, a luncheon was held to present the Guild's annual John Dewey Award for outstanding service to education, which this year went to George Meany and Walter P. Reuther, president and vice-president, respectively, of the A. F. of L.-C. I. O.

Council Urges Educational Opportunity for All Youth

WASHINGTON, D. C. — Opportunity must be given every American to attain the highest level of training of which he is capable, assured by adequate financial support through scholarships and other forms of aid.

This was recommended by the American Council on Education, which met here recently to draft a report to President Eisenhower's Committee on Education Beyond the High School.

Representing the American Federation of Teachers at the meeting were Turner H. Trimble of Chicago, vice-president, and Selma M. Borchardt, Washington representative.

Committee Heads

Heading a Committee on Education Beyond the High School, are Devereux C. Josephs, New York City business man, chairman, and Dr. David Dodds Henry, of Champaign, Ill., president of the University of Illinois, vice-chairman.

Following are high points of the Council's report to the President's Committee, which is to study the problems involved and then make further recommendations to the American people:

A primary task is to establish identification of students who should continue their education beyond high school to the level appropriate to their capacity; to this end a larger number of scholarships should be provided and all other forms of financial aid explored.

For Freedom of Teachers

There must be better understanding of the conditions contributing to effective teaching, such as full freedom of teaching and research, higher salaries, and greater personal and family security.

While providing educational opportunity beyond the high school for all qualified youth, increasing teaching staffs and expanding educational facilities, will call for a large increase in funds, the amount required will be small in proportion to the total national income.

Locals Over Top

From Page 1

their membership quotas, but not previously reported, included:

California — San Bernardino Valley Federation of Teachers, Local 832; *District of Columbia* —Washington Teachers Union, Local 6; *Delaware*—Federation of Delaware Teachers, Local 762, and *Illinois*—Chicago City Playground Teachers Union, Local 1083, and Chicago Truant Officers Federation, Local 237.

Also, *Indiana*—Allen County, Local 830; *Massachuetts*—Lawrence, Local 1019; *Michigan*—Hamtramck, Local 1052; *Minnesota*—St. Paul Women's, Local 28; Mound Federation, Local 926, and West St. Paul, Local 1148.

Also, *New York*—Binghampton, Local 1218; *Pennsylvania*—Pittsburgh Vocational, Local 885, and Monessen, Local 1211; *Rhode Island*—West Warwick Local 1017, and *Tennessee*—Mountain City, Local 428.

Convention Committee Chairmen

Committee chairmen and alternates who had accepted appointments by the Executive council for the Fortieth anniversary convention of the A. F. of T. in Pittsburgh, at press time, are as follows:

Resolutions: Mrs. Sylvia Solomon, Local 250, Toledo, O.

Social and Economic Trends: Mrs. Rebecca Simonson, Local 2, New York City.

National Educational Trends and Policies: Miss Geneva Williams, Local 511, East Chicago, Ind.

Salaries and Working Conditions: Mr. Charles Boyer, Local 238, Minneapolis, Minn.; and Julius Bernstein, Local 481, Newark, N. J., alternate.

Workshop on Union Techniques: Mrs. Jessie Baxter, Local 910, Lincoln Park, Mich.

Taxation and School Finance: Ben Rust, Local 866, Contra Costa, Cal.

International Relations: Margaret Labb, Local 4, Gary, Ind.

Democratic Human Relations: Sally Tancil, Local 6, Washington, D. C.

Civil and Professional Rights of Teachers: Charles Monroe, Local 1, Chicago, Ill.; and Mary Wheeler, Local 571, Oak Park, Ill., alternate.

Constitutional Amendments: Edward F. Jerrow, Local 279, Cleveland, O.

Credentials: Richard Heitsmith, Local 888, Colorado Springs, Colo.

Nominations and Elections: Harold Neher, Local 892, Van Dyke, Mich.

Officers Reports: Eleanor Lonek, Local 571, Oak Park, Ill.; and David Cramer, Local 700, Fort Wayne, Ind., alternate.

Dues Deductions

From Page 1

The deductions are authorized by cards signed by the Union's members.

Card File Systems

The card information is kept in two files, one in the master payroll file, and one in a dues file. A third "dead" file is kept for cancellations when they occur.

Under the system, the comptroller's department is able to make all deductions, including also for health plans, et cetera, at one time. Local 61 pays the department about 5 per cent of all dues collected for the service, but considers the money well invested since collections are simplified and made regularly.

Michael Fedo, president of Duluth, Local 692, reported that the Duluth school board was sympathetic to the Union's request for its plan, and the board's clerk considered that not much extra effort was required to put it into effect.

Dues deductions, Fedo said, were added to five others already being made, including income tax withholding, retirement, bonds, hospitalization, and so on. He added:

"In the fall our office secretary makes lists of elementary and secondary teachers, stating whether a teacher is new or tenure or non-tenure. This is given to the building representative in each school with payroll deduction cards.

"The representative contacts each teacher. Those signing the cards the previous year are automatically members. New teachers desiring to pay by the deduction plan sign the cards, giving the board clerk permission to deduct.

School Clerk Sends Check

"Our office secretary then makes out the list of our members desiring payroll deductions and this is sent to the clerk. A check for the dues is sent by the clerk to the union for each current month. Our office secretary then makes the individual entries in our ledger."

Fedo said the system has been a "tremendous relief" to building representatives, and that 95 per cent of Local 692 members pay dues by the method, the dues being pro-rated for the 10 pay periods of the school calendar.

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Committee from Pittsburgh host Locals helping to plan the 40th anniversary (39th annual) convention of the American Federation of Teachers: Paul Martin, second vice-president, Pittsburgh Vocational and Industrial Arts Teachers Federation, Local 885; Elmo C. Callaway and Eero Davidson, both of the Pittsburgh Federation of Teachers, Local 400; Walter F. Miller, treasurer, and Edward Senkiewicz, trustee, Local 885; S. Floyd Straitiff, of Local 400, and chairman of the Pittsburgh convention committee, and Newton Simons, first vice-president, Local 885. Seated: Robert Harkins, Local 400; Alex H. Seigal, president of the Pittsburgh Federation of Teachers; Carl J. Megel of Chicago, A. F. of T. president; George Evan, Jr., president, and Mrs. Newton Simons, member, of Vocational Local 885.

1956 Convention
From Page 1

will be heard Monday morning. The first annual luncheon of the new Union Teacher Press Association will be Monday noon.

The Democratic Human Relations Luncheon will be Tuesday noon, and the election of officers, now held every two years, Wednesday from 5 to 7 p.m. The annual banquet will be Thursday evening, at which time President Megel will present annual Citation awards to locals having made their membership quotas for the year. American Teacher awards to A. F. of T. state and local publications will also be made.

Resolutions and committee reports which when adopted will add to the A. F. of T.'s policies will occupy a part of the convention time. Revisions of the A. F. of T.'s Constitution, begun in Fort Wayne, are expected to be completed. These are discussed by Edward F. Jerrow of Cleveland, vice-president and Constitution revisions committee chairman, in another column.

Convention Committees

The national convention committee planning the event is comprised of James L. Fitzpatrick of Milwaukee, chairman; Turner H. Trimble of Chicago, and Raymond R. Peck of Columbus, Ohio, all A. F. of T. vice-presidents, with Megel as a member ex-officio.

Host locals will be the Pittsburgh Federation of Teachers, Local 400, and the Pittsburgh Vocational and Industrial Arts Teachers Federation, Local 885, Floyd Straitiff, Local 400, is chairman of the local convention committee.

'City of Miracles'

Pittsburgh is a dynamic and creative city, nestled in the hills of western Pennsylvania. Formerly derided as a sooty eyesore, it is today known as the "City of Miracles," because it is rebuilding itself in a parklike setting.

Though recognized as an empire of steel and coal, there is much to find in Pittsburgh, from historic Fort Pitt Block House, to the University of Pittsburgh's unique 42-story skyscraper.

Pittsburgh Union Teachers Sparked Gains Since 1937

PITTSBURGH, Pa.—The leading role of the Pittsburgh Federation of Teachers, Local 400, and the Vocational and Industrial Arts Teachers Federation, Local 885, in winning a $400 salary increase for Pittsburgh teachers, and their continuing effort to get this figure upped, is climaxing teacher union history back to 1935 when Local 400 was chartered.

Of Local 400's original 35 members, most were professors from either Duquesne University or the University of Pittsburgh, or instructors in various WPA educational projects. During the first two years, Mable Reid was the only member teaching in the public schools.

Local 400's first two presidents connected with the University of Pittsburgh, were William Edmunds, and then William Drake, who served until 1938. About that time, several other Locals were formed in the county, bringing Local 400's membership to its lowest point. Nell Wing served as third president from 1938 to 1943, and during this period, the Local grew.

Backed Many Reforms

In 1940, the union presented a long list of constructive suggestions to the school superintendent, including one which requested that giving credit for sectarian religious education be discontinued in the schools, and another which urged the school board to consider employing Negro teachers, in view of the city's large colored population. Both suggestions were later adopted.

The Federation worked hard in 1937 to obtain passage of a Teacher Tenure Act and Sabbatical Leave Law. The latter was written and sponsored by the State Federation of Teachers and two years later, teacher union action succeeded in getting it liberalized to permit taking a sabbatical in two separate semesters instead of at one time.

From 1940 to 1946, the Federation carried what was known as the Melvin case, through the Supreme court, in an attempt to correct the Board of Education practice of having teachers on junior high school salaries, teach senior high school subjects. After deciding the case in the union's favor, the Supreme court later reversed itself, apparently on the board's plea that it was financially unable to abide by the ruling.

However, this case succeeded in establishing that: 1) in law, there is no such thing as a junior senior high school; 2) a high school cannot be classed as a junior high school to evade statutory requirements; 3) punitive transfers as demotions cannot be used against teachers without charges first being preferred and hearings held; and 4) Pennsylvania school boards are legally responsible for the acts of their administrators.

Sparked Single Salary

This case is believed to be greatly responsible for the establishment of state-wide minimum and minimum maximum salaries, and the single salary schedule. In 1941, the union helped prevent a cut in the super-maximum salary, resulting, the following year, in a pay increase for teachers in elementary and girls vocational schools.

Between 1943 and 1948, support was given to athletic coaches in a request for extra pay for extra work. This first led to a policy of compensated time for extra-curricular activities. Then in 1955, a revision was made to give extra pay in cases where it seemed most fitting, with time compensation allowed in others.

An analysis of school board finances begun in 1951 by Dr. Clyde E. Rowe, Federation treasurer, revealed a surplus, which was also confirmed by a local organization, the Economy League. This information led to obtaining a total increase of more than $800 in maximum salaries.

Lists Other Gains

Other advantages gained through the Local's continued effort, are outlined by its president, Alex H. Seigal, as follows:

"We worked to obtain for teachers, periodic statements of their accounts from the Retirement board, and also established our right to examine its minutes. Largely as a result of our activities the board was persuaded to modernize its bookkeeping system which had become so archaic that the state auditor had for several years refused to certify the accuracy of its accounts.

"In 1952, we prevented a move by the Retirement board to charge teachers extra large assessments for purpose of improving the retirement program. Instead, the money was obtained from a state appropriation."

Local 400, in 1953, called the school superintendent's attention to a change in the Social Security law which resulted in benefits for personnel not included in the retirement system. During 1954 and 1955, group insurance was obtained with the school board paying part of the cost.

Vocational, 885

Pittsburgh Vocational and Industrial Arts Teachers Federation, Local 885, came into being in 1945, as a result of general dissatifaction felt by vocational teachers because salaries remained stationary while the cost of living crept upward.

George Evan, Jr., recently returned from the Air Force to his teaching job at Connelley Vocational high school, was urged by his associates to head a committee to organize the vocational teachers. He became the organizer and first president of Local 885, and has held that office ever since.

Thirty members were signed up, and after an A. F. of T. charter was granted, the school became 100 per cent teacher unionized. Teachers in two smaller vocational schools and high school industrial arts teachers, also joined.

"Local 885 is an active militant group," Evan continued. "A recent $400 raise, retroactive to September, 1955, boosted its maximum to $6,000. The union also sponsored group life insurance, in effect for two years, of which the school board pays part. The Local is also active at the state legislature in Harrisburg.

Host Locals Now Fight For Professional Salaries

PITTSBURGH, Pa.—Teachers here won a $400 annual salary raise retroactive to Sept. 1, 1955, recently, after a hard fight in which the two labor members of the school board backed a graduated increase that would have amounted to $1,000 by the end of this year.

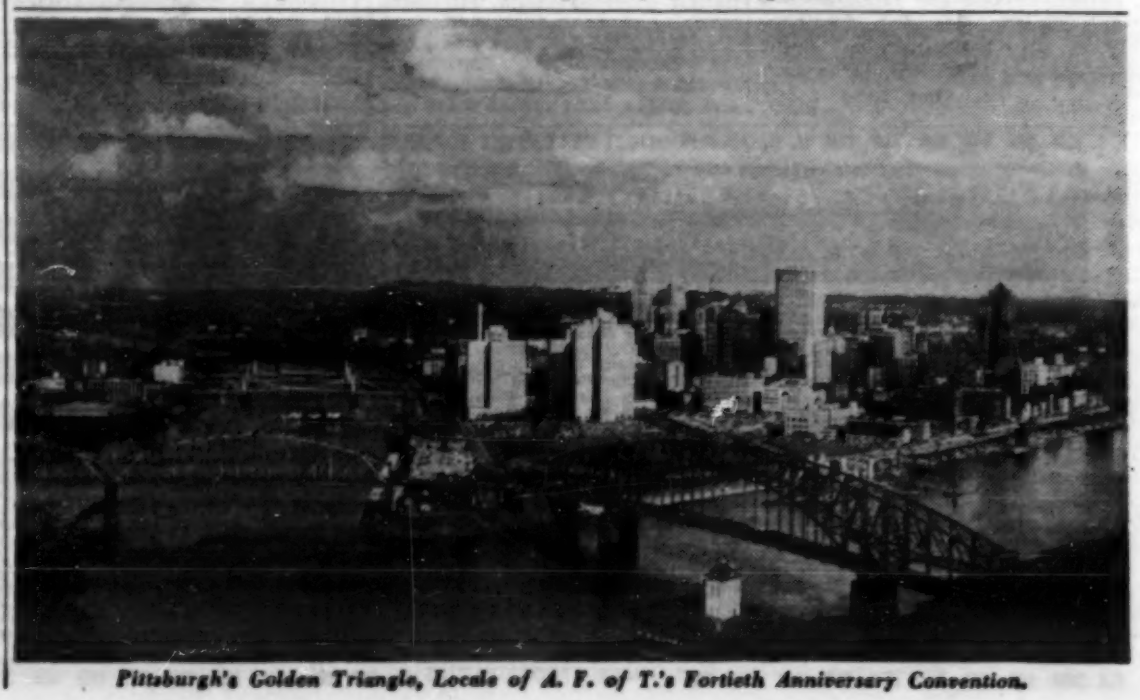
Twenty-four hours after this was announced, members of Pittsburgh Federation of Teachers, Local 400, whose president is Alex H. Seigal, and Pittsburgh Vocational and Industrial Arts Federation, Local 885, of which George Evan, Jr., is president, held a public meeting to protest what it termed the gross inadequacy of the raise, and to plan further action.

Proposes Citizens' Panel

Clifford Caldwell, Central Labor Union organizer, who is heading a teacher membership drive, proposed a seven-man citizens' fact-finding panel to evaluate the teacher salary study used by the school board in voting the pay increase.

The new schedule boosts the B.A. minimum from $3,200 to $3,600, and the maximum from $5,400 to $5,800. The M.A. minimum increases from $3,400 to $3,800, and the maximum, from $5,600 to $6,000.

Labor's representatives on the school board, John A. Feigel, president, Central Labor Union, and William J. Hart, director of District 19, United Steel Workers, who had proposed the graduated increase to $1,000, took the position that Pittsburgh should lead the way in teacher salaries instead of "offering a pittance."



Pittsburgh's Golden Triangle, Locale of A. F. of T.'s Fortieth Anniversary Convention.

Three Keys to Higher Professional Status

Higher Salaries, Standards, Public Relations Essential

*By Larry Hackett**

There are three ways in which we, as teachers, can improve ourselves and our profession as a whole—namely, through higher salaries, higher professional standards and public relations.

For comparative purposes, let's take doctors, dentists and lawyers, for they are accepted as being truly professional. In the matter of salaries, they have incomes high enough to cause respect for their calling. While they may start rather low, they move up rapidly. Not only does this create a healthy respect for these professions, by the general public, but it also makes them attractive to young people choosing their life work.

Of course, doctors, lawyers and dentists can set their own fees; they are not dependent on public tax money for their remuneration. In this respect, the teaching profession differs. Therefore teachers cannot hope to be successful through the efforts of their own organizations alone, but must affiliate for added strength with those groups that make up a large part of the tax-paying public.

A. F. of T. Pioneered Increases

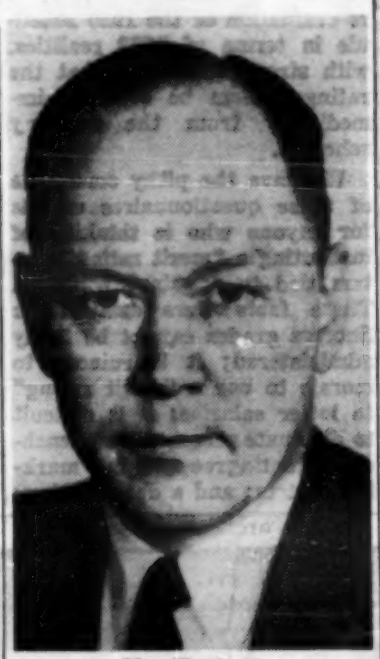
Evidence of this is shown by the fact that for years we had educational organizations that were ineffective in bettering salaries and teaching conditions, and it was not until the American Federation of Teachers became active, with the powerful labor affiliation that can bring pressure to bear on behalf of teachers, that salaries began to move upward, and teaching conditions, improve.

Much blame for our low salaries can be laid at our own doorstep. Teachers as a whole are the most apathetic, indifferent, passive, docile, sheep-like people that I know of. We have been content to let others run our lives, and accepted the word of administrators and school board as gospel, no matter how arbitrarily the decisions. We don't *earn* or *deserve* respect by such actions! If we want to be professional, we must demand salaries commensurate with a professional occupation.

To go on to the second way of improving ourselves—that of higher standards, let's compare again with the medical and legal professions. Their standards are very high, and they have been kept so, and even raised, in spite of shortages of supply. They are never relaxed just because there are not enough doctors, dentists or lawyers, even though lack of them might impose terrific hardships on some communities.

High Standards Essential

If *we* want to be truly professional, we must set high standards and stick to them—not relax them whenever teachers get scarce. We don't see the medical profession allowing interns or medical students to practice whenever doctors are



Mr. Hackett

scarce; yet we permit teachers to do a comparable thing. The shame of the whole situation is not that we must employ permit teachers now, but that the need ever was allowed to arise! Effective insistence upon degree-educated teachers would, over a period of years, raise the profession in public esteem and make it more attractive to able young people.

The higher regard in which the medical and legal professions are held by the public is no accident or natural development. It has been brought about by their own efforts through tightly knit county, state and national organizations of their respective professions. In some cases, membership is compulsory by law, yet the organizations reserve the right to admit or expel members who do not meet their requirements. Don't say it's not professional to organize!

Do not misunderstand. We cannot be critical of these organizations, but rather *envious* of the high regard in which they are held by the public, of the high standards they have set up, and of the higher remuneration they command for their professional services. We can approach their positions in not too long a time if we become as highly organized a group, with the backing of that part of the public which has always been most interested in free public education for their children, given by adequately prepared and well paid teachers.

Majority Action Necessary

However, to make the most of our efforts toward desired goals, calls for co-operation. Too often, petty jealousies and minor grievances are allowed to disrupt the progress of groups striving for a common end. Majority decisions must be abided by, the minority must forget their differences and work together for the common good. Our efforts must be put forth to bring benefits to the teaching profession as a whole, with benefits to individual teachers coming indirectly, as a result of group action.

There must be no bickering between the sexes. This can cause more dissension within the ranks of an organization than any other single thing. We must also adhere to a strict code of professional ethics. Teachers are too prone to gripe and grouse about regulations, requirements, policies, et cetera, without attempting to do anything about them in a corrective or constructive way.

We condemn the administration *and* our peers for their lack of proficiency, when, in many cases, it is doubtful if we could do better ourselves, under the existing conditions. We probably show our greatest lack of professional ethics in talking about our colleagues.

We who are best informed and closest to educational problems such as improvement of methods, curricula, administrative policies and practices, are too hesitant to promote the *workable* solutions to them. We need more grass roots research and experiments, closer and constant relations with research centers, more experimental schools and widespread dissemination of knowledge, that experienced, active, teachers in our schools have gained.

In-service Necessary

Lawyers, doctors and dentists have continuous in-service training, usually compulsory, which tends to keep their professional standards high. Although the teaching profession does not compare too favorably in this respect, in-service training is developing rapidly. We must work toward increasing opportunities for teachers to benefit from such training programs, and to get them financial reimbursement in some form for expenses incurred.

Naturally, we will follow a program of in-service training varied according to the needs of the individual school and staff. It might take the line of professional meetings, curriculum study, improving instructional methods, committee studies on teaching aids, testing, reporting, guidance, or any other subject of particular interest to the staff.

We should also take part in long-range plans for fulfilling the needs of our school system. We, as teachers, should have valuable suggestions to offer and abilities to be utilized on committees that are planning buildings, and working on teacher supply and demand, curriculum, and finance.

A statement by Dr. E. T. McSwain, dean of Northwestern University's school of education, brings up the third way in which we can be more professional—through our public relations. He believes it is our responsibility to design what we think the school should be, and then let the public accept or reject our professional counseling. He doesn't believe in surveys in which parents and others are asked what the school should teach. *We're supposed to know.*

Teachers Know Needs

Dr. McSwain illustrated with the doctor who diagnoses the trouble and recommends the treatment, and only *then* does the lay person have any voice in the matter—that of deciding whether or not to follow the professional advice. He contends that we educators should be so well prepared and so well versed on the educational needs of youth, and of future advancement, that we can make recommendations and defend them against all criticism. We are members of a profession that has an opportunity to live with the future, through our work with boys and girls who are the adult leaders and workers of tomorrow.

We should do a better job of establishing ourselves as professional experts in education, advocating and promoting methods and curricula that we believe best for youth, and informing the public of the programs and ends we hope to accomplish through them. We have fallen down terribly in the field of publicity and public relations. If we had been doing the publicity job we should have been doing as a profession, we would not have to waste valuable time defending ourselves against recent attacks against education in such fields as reading and spelling.

Also, if we were more frank and truthful in our conferences with parents about the deficiencies of their children, as other professions are, instead of pussyfooting around with polite phrases, we might earn more respect from them. We need not be brutal or tactless, but in many cases we certainly could show more courage about getting to the heart of the problem.

Would Improve Education

My conviction is that higher salaries and professional standards, and better public relations will not only contribute directly to the individual welfare of the members of the teaching profession, but will also indirectly benefit our entire educational system. Most important of all, it will make possible an education of much higher caliber for our boys and girls.

To be professional is not a selfish aim, but rather an ideal toward which we can strive. Through sincere efforts to reach it, we will accomplish the most good for everyone concerned.

The American Federation of Teachers, of which we are component parts, is *the* organization that possesses the leadership, ability and strength, through its membership and affiliates, to effect the professional advancements herein advocated.

*President of the Wisconsin State Federation of Teachers. Excerpts from an address at the Winona (Minn.) Regional Federation of Teachers convention recently. *Photo by La Crosse Tribune.*

Teachers' Pay Worth More In Many Other Countries

*By Sydney Spiegel**

When the World Organization of the Teaching Profession published a pamphlet by Eugene Hammer which sought to show that teachers' salaries on a world basis were too low, the data revealed something else—that the salaries of American teachers do not compare favorably with those received by their colleagues in other countries. In order to determine what percentage of national incomes go to teachers, the Hammer study, titled "Teachers Salaries," compares per capita income to annual average teacher salaries. The per capita income of a country is its national yearly income divided by the number of inhabitants.

Mr. Spiegel

From the per capita incomes of 20 countries, obtained from a 1950 United Nations study, the figure for the United States was $1,600 a year. Average annual teacher salary was $3,100, thus making it 1.9 times greater than the per capita income.

Sixteen Top U. S.

But of the 20 countries studied, 16 topped the U. S. on this table. In some countries, teacher salaries were four, five, six and even eight times the per capita income, as compared to this country's figure of 1.9 times the per capita income. In other words, there may be countries whose national income is less than that of the wealthy United States, but their teachers are getting a bigger share.

In order to get a meaningful picture of salaries in terms of real wages, the Hammer study makes a comparison of the teacher's annual average salary with what it would cost to stay for one day in a city holding a teacher convention.

In this country, for example, based on that annual average salary of $3,100, the cost of one day's living expense in another city would be $10.00. Thus, the salary in America is 310 times the cost of one day's living expenses for teachers.

But out of 23 countries studied, 11 had a better score. In Italy, for example, a teacher's salary was 800 times the cost of one day's living expenses in an Italian city; in Switzerland and the British West Indies, 600 times; in England, 450 times; and in Denmark and Ireland, 430 times.

The fact that America's teachers do not rank higher on the scale is a reflection on this country's evaluation of education.

*Member of the Cheyenne (Wyo.) Federation of Teachers, Local 366.

Boston Teacher Produces Flute Records

BOSTON, Mass. — To stimulate interest in and appreciation of the flute among young people, a group of educational records for school and home use have been made by Juste Maurice, member of the musicians' chapter of Boston Teachers Union, Local 66.

Mr. Maurice is an instructor in the Boston public schools and has been soloist in many Boston concerts. His records include Mozart's "Andante in C for Flute and Piano K 315," Handel's "Largo" and the "Meditation from Thais" by Massenet.

One City's Disaster in 'Merit Rating'

How Device Caused Shambles, Then Sparked Gary Local 4

*By Catherine I. Greenwald**

GARY, Ind.—In 1920, this city's public school teachers voted to adopt a "merit rating" salary schedule presented to them by their school superintendent. None, in their wildest imaginings, then foresaw it is a No. 1 destroyer of morale, or that from the resulting chaos, would come a strong union or-

Mrs. Greenwald

ganization and a successful fight for improved teaching conditions.

Under so-called merit rating, new teachers were given the minimum salary, and at the end of the first year, rated A, B, C or D. Teachers who got a D the second year were not rehired.

Maximums decreased $500 with each reduction in category, so that a C teacher was $1,000 below her A colleague. If the A teacher was reduced to B, she lost at the rate of one increment per year.

Top Rating Limited

Teachers were given separate ratings by their principal and the supervisor of the department to which they belonged. There was an arbitrary ruling that no more than 25 per cent could be rated A, 40 per cent B, 30 per cent C, and the remainder D.

While principals and administrators apparently tried to be fair in what was necessarily a subjective evaluation, there was growing unrest among teachers as their number increased and the number receiving the A rating remained constant.

Prior to the 1930's, the success grade was a hush-hush affair, but during 1931-32, when overburdened supervisors and principals balked at the ratings, the superintendent compelled them to do something dastardly—to rank each teacher in his group according to comparative merit, so that in a school of 75 teachers, for instance, they would be rated from one to 75. The superintendent then reviewed the ranking, and adjusted salaries according to his notion of budget control.

Money Saving Device

Teachers began to open up and talk. After years of successful teaching, A's admitted being dropped to B's, and B's to C's, one category downward. Previously, a teacher whose success grade had been lowered, was given a year to bring it up, but from now on, the salary cut became effective immediately. One can imagine the amount of money "saved" to the school system that year.

The Gary Teachers Federation, (a group of classroom teachers which eventually affiliated with the Indiana Federation of Classroom Teachers in 1935) sent a questionnaire to 550 teachers. The returns were virtually a mandate to seek a re-evaluation of the 1920 schedule in terms of 1932 realities, with strong insistence that the rating system be divorced immediately from the salary schedule.

We have the pithy comments of these questionnaires on file for anyone who is thinking of instituting a "merit rating" system tied to a salary schedule. These facts were established: Success grades cannot be fairly administered; it is ruinous to morale to use a "merit rating" to lower salaries; it is difficult to eliminate personalities; teachers cannot agree on a fair marking system; and a decent salary should be paid without artificial barriers.

Led to Single Salary

A study and evaluation of salary schedules followed, leading to the establishment of the single salary schedule, the principle of which was comparatively new in the 1930's. The merit rating system and its abuse was one of the factors that led to the organization of Gary Teachers Union, Local 4, by a group of Gary vocational teachers with courage and foresight.

Futile and blocked attempts to get a decent salary schedule, along with other intolerable conditions, made teachers realize that to have individual security, there had to be collective action. We breath a fresher, purer air because of Local 4, and we walk as humans, not as objects of pity.

* Member of Gary Teachers Union, Local 4, student counselor and veteran teacher of social living and high school English in Gary.

Cleveland Heights Teachers Oppose Merit Rating Scheme

CLEVELAND HEIGHTS, O.—A special three-page fact sheet on the demerits of so-called merit rating, has been sent to all teachers and leading citizens in this area, by the Cleveland Heights Federation of Teachers, Local 795. The move followed a recent proposal by the school board to grant extra pay to "exceptional" teachers who have reached the maximum of the salary schedule.

Mr. Turner

Bruce Turner, Federation president, said that while the plan has surface appeal, the majority of teachers are opposed to a merit system, and the special bulletin is intended to help them organize their arguments. Because many citizens believe they are helping teachers by backing the merit system, Turner pointed out, the facts are being clarified for them, too.

The bulletin was prepared by a special committee whose chairman is Lawrence M. Fried, Federation treasurer. Among the many pertinent arguments, outlined, are:

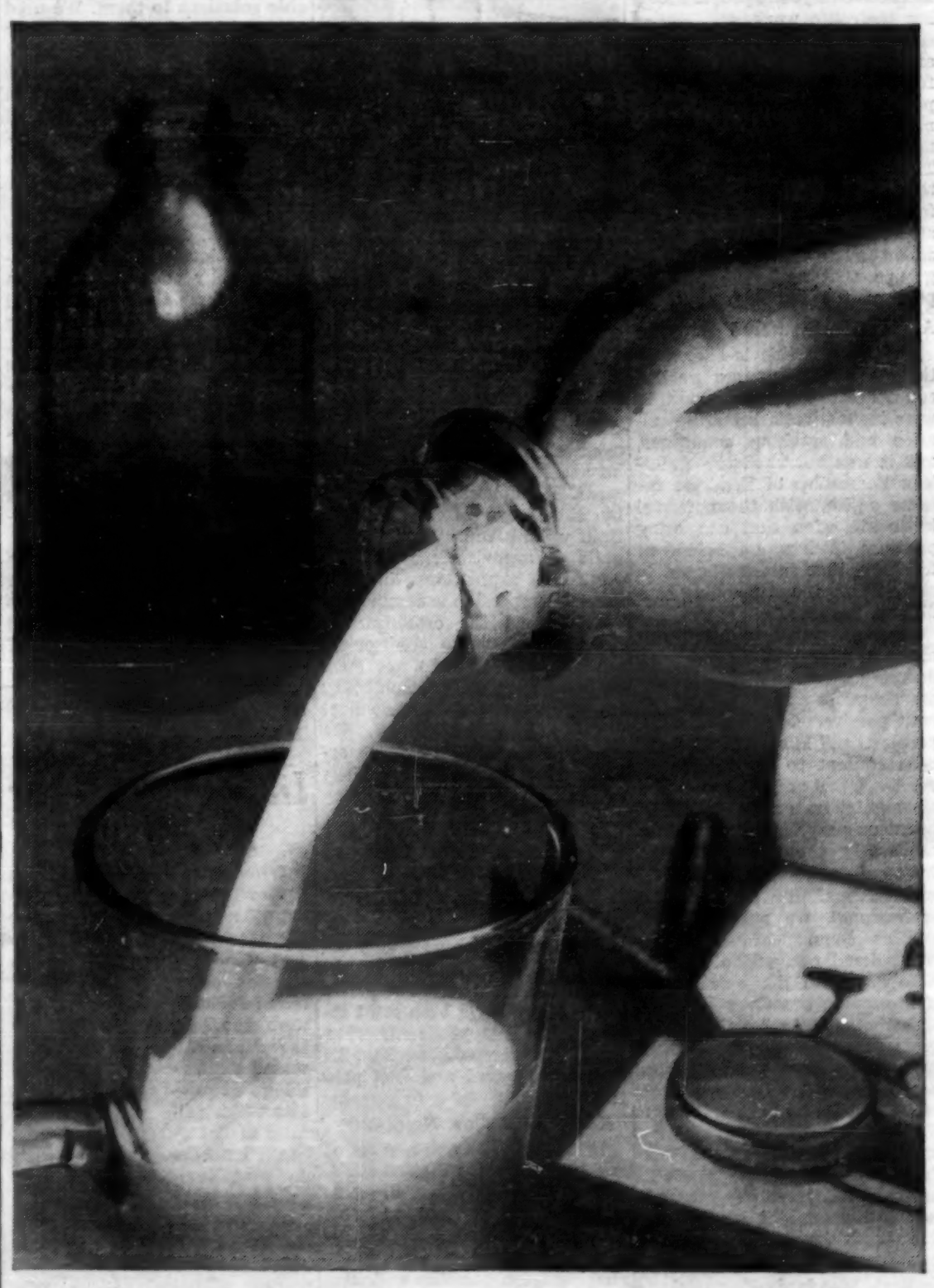
The merit rating system cannot be evaluated accurately nor can it measure the effectiveness of teaching; it depends upon the bias of the official rater; puts a premium on an absence of problems, causing teachers to conceal their difficulties; forms a competitive rather than a cooperative spirit between teachers; strikes at teacher security, and rewards conformity and thwarts creativity.

Jacob J. Fraier, publicity and publication chairman of the Federation, at 4073 Bayard Road, Cleveland 21, Ohio, offers to send copies of this fact sheet to any other interested Local.

Highland Park Short Changed In Pay Raise

HIGHLAND PARK, Mich.—From a special appropriation voted by the Michigan State legislature, teachers here have had their salaries increased by only $150 for 1955-56, to be pro-rated over the remaining months of the school year.

Harvey C. Jackson, president of Highland Park Federation of Teachers, Local 684, said the raise voted by the school board is "not good," compared to other Michigan school districts, most of whom gave their teachers an increase of at least $200 from the special appropriation.



What could taste better than "milk you can see" bottled in shining glass

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